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ABSTRACT

The National Center for Education Statistics (NCES) has recently released the 1990-91 Schools and Staffing Survey (SASS), an integrated survey of public and private schools, school districts, principals, and teachers, conducted every 3 years. This report presents results from the recent SASS. In 1990-91, there were about 80,000 public schools and about 25,000 private schools in the United States, enrolling about 44.8 million students, almost 40.1 million in public schools and 4.7 million in private schools. Seventy-five percent of central city public schools had enrollments that were 20 percent or more minority. In 1990-91, there were 2.9 million teachers in the elementary schools and secondary schools, more than 2.5 million teachers of whom were in public schools. Seventy-three percent of teachers were female and 87 percent were white. Forty-nine percent of all schools had no minority teachers, and 46 percent of all teachers had a degree higher than a Bachelor's of Arts. In the study period, both public and private schools filled almost all of their approved positions, and 10 percent of public schools and 16 percent of private schools provided teacher retraining to fill fields with anticipated shortages. Information about teacher attitudes is also presented. Sixty-seven tables and 39 figures present survey data. Appendix A contains 27 additional tables by school typology. Appendix B contains the standard errors for selected tables. Appendix C presents technical notes. (SLD)

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Schools and Staffing in the United States: A Statistical Profile, 1990-91



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"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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FOREWORD

The National Center for Education Statistics (NCES) has recently released the 1990-91 Schools and Staffing Survey (SASS). SASS, an integrated survey of public and private schools, school districts, principals, and teachers, is the most thorough and comprehensive survey of American education concerning the school work force and teacher supply and demand that has ever been conducted in this country. First administered in 1987-88, SASS is conducted every three years. One year after SASS, the Teacher Followup Survey (TFS) is conducted to collect information from a sample of SASS teacher respondents who have left teaching and a sample of those who have remained in the profession.

This report presents results from the 1990-91 SASS to provide a comprehensive portrait of public and private schools and staffing in the United States, including data on schools, school districts, principals, and teachers. As in the NCES publication on the 1987-88 SASS, *Schools and Staffing in the United States: A Statistical Profile, 1987-88* (NCES 92-120), the information is presented in the context of school

characteristics. Each table provides data disaggregated within the public and private sectors by community type and within community type, by school level, size, and percent minority enrollment. This report therefore enables local educators and policymakers to reflect on how conditions in their schools compare with national data for similar types of schools.

Because many of the same questions were asked in the 1987-88 and 1990-91 surveys, changes over the 3-year period are discussed in this report as well. Because only three years passed between the surveys, the changes are for the most part small. However, as additional surveys are conducted in the future, stronger evidence of trends in schools and staffing will become evident.

The *Statistical Profile* based on the 1987-88 SASS has proved valuable to policymakers and educators. We hope that this next edition will also be useful to them as they seek to understand the important educational issues of our time and to develop policies and programs to meet the educational needs of our children.

Paul Planchon, Associate Commissioner
Elementary/Secondary Education Statistics Division

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HIGHLIGHTS

This report summarizes findings of the 1990-91 Schools and Staffing Survey (SASS). It also provides some comparisons with the 1987-88 SASS. Some of the highlights are described below:

SCHOOLS AND STUDENTS

- In 1990-91, there were nearly 105,000 schools in the United States, including about 80,000 public schools and 25,000 private schools (table 2.1).
- About 44.8 million students were enrolled in the nation's schools in 1990-91, almost 40.1 million in public schools, and 4.7 million in private schools (table 2.1).
- Seventy-five percent of all central city public schools had enrollments that were 20 percent or more minority (table 2.2). Overall, student enrollment in schools was 70 percent white, 15 percent black, 11 percent Hispanic, 3 percent Asian, and 1 percent Native American (table 2.3).
- Among services offered by public schools, 96 percent provided free or reduced-price lunches paid for with public funds, 96 percent had libraries, 86 percent offered handicapped services, 83 percent offered remedial programs, 75 percent provided gifted and talented programs, 67 percent offered Chapter 1 services, 19 percent provided bilingual programs, and 41 percent offered English as a second language (ESL) (table 2.4).
- On average, 59 percent of 12th graders applied to 2- or 4-year colleges, including 53 percent of public school 12th graders and 76 percent of private school 12th graders (table 2.7).

- The number of students per full-time-equivalent teacher in the public schools declined from 17.5 in 1987-88 to 16.7 in 1990-91 (table 2.8).
- The percentage of students who were minority increased from 28 percent in 1987-88 to 30 percent in 1990-91, with increases in the percentages who were Native American, Asian/Pacific Islander, and Hispanic; the percentage who were black remained the same (table 2.9).

THE WORK FORCE

- In 1990-91 there were 2.9 million teachers, and 103,000 principals in public and private, elementary and secondary schools. More than 2.5 million of the teachers were employed in public schools (table 3.1).
- Other school staff included 106,000 guidance counselors, 9,000 vocational counselors, 83,000 librarians, and 454,000 teachers aides (table 3.2).
- Seventy-three percent of teachers were female, and 87 percent were white. About 13 percent were minority (table 3.4). Of principals, 65 percent were male, and 88 percent were white (table 3.5).
- Among all schools 49 percent had no minority teachers, and 13 percent had 30 percent or more minority teachers. Overall, 44 percent of public schools, and 66 percent of private schools had no minority teachers (table 3.6).
- Only 1 percent of teachers did not have at least a BA or BS degree, 53 percent had a BA or BS as their highest degree earned, and 46 percent had a higher degree. Teachers averaged 14.8 years of

teaching experience. Among principals, 9 percent had less than an MA, 58 percent had an MA as their highest degree earned, and 33 percent had more than an MA degree (table 3.7).

- Almost all public school teachers had regular or advanced certification in their main assignment field. In contrast, just over half of private school teachers held similar certification (tables 3.9 and 3.10).
- In 1987-88, 12 percent of teachers and 11 percent of principals were minority. In 1990-91, the corresponding percentages were 13 percent and 12 percent (tables 3.11 and 3.12).

WORKING CONDITIONS

- Ninety-one percent of all teachers were employed full time in 1990-91. In public schools, 8 percent were employed part time; in private schools 15 percent were employed part time (table 4.2).
- On average, teachers spent 35 hours per week performing their required duties at school (table 4.3).
- Elementary teachers in self-contained classrooms spent an average of 20 hours per week teaching English, mathematics, social studies, and science. Forty-eight percent of the time was spent on English and language arts (table 4.4).
- The average size of self-contained classes (excluding special education classes) in public schools was 24.7, compared with 20.7 in private schools. The average size of classes in departments (also excluding special education classes) in public schools was 23.1, compared with 19.6 in private schools (table 4.5).

COMPENSATION

- In 1990-91, the average basic salary for all full-time teachers was \$29,987. Full-time public

school teachers earned average basic salaries of \$31,296, while their private school counterparts earned an average \$19,783 (table 5.2).

- In 1990-91, principals earned an average salary of \$45,057. Public school principals averaged \$49,603, private school principals \$28,384 (table 5.2).
- The average scheduled salary in public school districts was \$19,913 for teachers with bachelor's degrees and no experience, and \$33,199 for teachers with a master's degree and 20 years of experience. Across all public districts, the average salary for the highest step on the schedule was \$36,065. Comparable salaries for teachers in private schools were substantially lower (table 5.3).
- Retirement plans were almost universally offered by public schools. Plans were offered by 54 percent of private schools. Ninety-six percent of public schools offered medical insurance, and 67 percent offered dental insurance. Smaller percentages of private schools offered medical or dental insurance to teachers (table 5.4).
- Eighty-six percent of public school principals received medical insurance, compared with 65 percent of private school principals. Public school principals were also more likely to receive dental insurance, life insurance, and pension contributions. Private schools were more likely than public school to provide principals with some in-kind income (table 5.5).
- Between 1987-88 and 1990-91, the average scheduled salary for a teacher with a BA but no experience increased from \$18,035 to \$19,913 in public districts and from \$12,629 to \$15,141 in private schools (table 5.8).

ATTITUDES

- Among a list of eight goals which teachers were asked to rank in order of importance to them,

teachers most often included building basic literacy skills among their three most important goals, followed by promoting good work habits and discipline, promoting personal growth, and encouraging academic excellence (table 6.1). When asked about the same goals, principals most often included building literacy skills, encouraging academic excellence, and promoting personal growth (table 6.2).

- Teachers and principals were asked how serious each of 22 problems were in their school. Among teachers, 13 percent said student absenteeism was a serious problem, 10 percent said student tardiness, 8 percent student alcohol use, 7 percent verbal abuse of teachers, and 4 percent student drug use. Although principals also mentioned student absenteeism most frequently, only 5 percent thought it was a serious problem (table 6.3).
- In terms of influence on school policy, between 29 and 39 percent of teachers reported that they had a great deal of influence over discipline policy, the content of inservice programs, grouping students in classes by ability, and establishing curriculum (table 6.4).
- Fully 38 percent of teachers planned to remain in teaching as long as they were able, while 36 percent said they would stay until they were eligible for retirement. Only 3 percent said they planned to leave as soon as they could (table 6.11).

- The percentage of teachers who thought that student drug abuse was a serious problem in their school declined from 7 percent to 4 percent between 1987–88 and 1990–91 (table 6.12).
- The percentage of teachers who reported that they certainly would become a teacher again increased from 33 percent in 1987–88 to 39 percent in 1990–91 (table 6.16).

SUPPLY, DEMAND, AND SHORTAGE OF TEACHERS

- In 1990–91, both public school districts and private schools filled an average of 99 percent of their approved positions. Overall, 12 percent of all teachers were newly hired. An average of 11 percent of public and 18 percent of private school teaching positions were filled with newly hired teachers (table 7.1).
- Among all teaching positions, ESL and bilingual teachers were the most difficult to find (37 percent of school administrators who had vacancies in this field found them difficult or impossible to fill) (table 7.4).
- When there were teacher shortages in particular fields, 10 percent of public school districts and 16 percent of private schools provided free retraining to prepare staff to teach in the field with a current or anticipated shortage (table 7.5).

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CHAPTER 1 • INTRODUCTION

BACKGROUND

The 1980s were characterized in education circles as the "reform decade." Now that we have entered the 1990s, education practitioners are dealing with some of the difficulties associated with implementing a reform agenda—in particular, establishing realistic goals for educating America's young people, defining clear strategies for fulfilling these goals, and changing the nature of the schooling enterprise to accommodate a new teaching and learning environment. Regardless of the nature of reform, almost all concede that teachers are central to the process, and that the task of preparing students for the workplace of the future will require many changes in educational practices.

Given the commitment to reforming and revitalizing the nation's schools, it is essential to understand the context within which these reform efforts take place. Documenting and monitoring over time the characteristics of the school work force and of the policies, practices, and working conditions found in our schools is a critical step in the process of rethinking and restructuring American schools so that they can respond adequately to the challenge of educating tomorrow's adults.

To support this need for information, this report uses the 1990–91 Schools and Staffing Survey (SASS) to construct a comprehensive statistical profile of elementary and secondary schools and staff in the United States. It provides detailed data about schools and about the teachers and principals who make up most of the elementary and secondary school work force. The emphasis is on variation by community type, school level, school size, and percent minority enrollment. Where possible, changes between 1987–88 and 1990–91 are examined.

THE SCHOOLS AND STAFFING SURVEY

SASS is the largest and most thorough national integrated survey of districts, schools, administrators, and teachers ever undertaken. It was first conducted in 1987–88, was repeated in 1990–91, and will be conducted every three years. The 1990–91 sample consisted of more than 56,000 public and 9,000 private school teachers from more than 9,500 public and 3,000 private schools.¹

The 1990–91 SASS included the following components:

- The *Teacher Demand and Shortage Questionnaire*, which collected information about student enrollment, teaching positions, and district programs and policies from the public school districts associated with each public school selected for the SASS sample.
- The *School Questionnaire*, which collected information on basic school characteristics such as size, type of school, student composition, programs and services provided, and staffing patterns. The Private School Questionnaire included the questions that public school districts were asked in the Teacher Demand and Shortage Questionnaire.
- The *School Administrator Questionnaire*, which collected background information from princi-

¹The sample selection procedure is discussed briefly in Appendix C and in detail in Steven Kaufman and Hertz Huang, *1990–91 Schools and Staffing Survey: Sample Design and Estimation*, Technical Report, U.S. Department of Education, National Center for Education Statistics, NCES 93–449, forthcoming.

pals on their education, experience, and compensation. It also asked principals about their perceptions of the school environment and the importance they placed on various educational goals.

- The *Teacher Questionnaire*, which collected information on public and private school teachers' demographic characteristics, education, qualifications, income sources, working conditions, plans for the future, and perceptions of the school environment and the teaching profession.

Because of the integrated structure of SASS, teacher information can be linked to contextual data collected from schools, principals, and public school districts. SASS data can be used to compute not only national estimates for schools and teachers, but also state estimates for public elementary and secondary schools and teachers and affiliation group estimates for private schools and teachers.

The reader should note that the National Center for Education Statistics (NCES) made some changes in the survey design and content between the completion of the 1987-88 SASS and the implementation of the 1990-91 SASS. It is important to keep these changes in mind when making comparisons between data presented in the two *Statistical Profiles*. The changes are described in the Technical Appendix (Appendix C).

CHANGES IN SCHOOLS AND STAFFING BETWEEN 1987-88 AND 1990-91

The comparison of the 1987-88 and 1990-91 SASS data showed a number of small but significant changes in schools and staffing during the three-year period. It will be necessary to wait for the 1993-94 SASS results to determine whether or not these changes are indicative of trends, but a number of changes that many would consider positive were documented. For example, the student-teacher ratio declined and the percentage of 12th graders applying to college increased. The percentage of teachers and principals who were minority increased, as did the percentage of principals who were female. The aver-

age base salary for teachers and the average salary for principals increased more than the Consumer Price Index (although the average starting salary in public schools for a teacher with a BA but no experience did not). Teachers were more likely to have dental and in-kind benefits available to them, and principals gained in a number of types of benefits (dental insurance, group life insurance, pension contributions, and in-kind benefits).

Teachers' and principals' attitudes and perceptions appear to have changed somewhat. Teachers were less likely to report that student absenteeism, alcohol use, drug use, and verbal abuse of teachers were serious problems. Principals, on the other hand, were more likely to report that student use of alcohol and verbal abuse of teachers were serious problems. Principals were more likely to report that they and teachers had a great deal of influence over hiring new full-time teachers, and setting discipline policy.

Finally, teachers were more positive about teaching as a career. In 1990-91, they were more likely to report that they certainly would become teachers again if they had it to do over, and more likely to plan to stay in teaching as long as they were able.

The observed changes discussed in this report are mostly small (although like all differences discussed in this report, they were statistically significant at the .05 level). The magnitude of the changes is not surprising since one could not expect dramatic shifts in schools and staffing in the aggregate in only a 3-year period.

ORGANIZATION OF THIS REPORT

Each remaining chapter in this report looks at a different piece of the schools and staffing picture. Chapter 2 profiles the nation's public and private elementary and secondary schools and students, while Chapter 3 describes the characteristics of the teachers, principals, and others who make up the school work force. Chapter 4 documents aspects of working conditions in the schools, particularly issues of teaching load, class size, and fields of assignment. Chapter 5 examines the compensation of teachers and princi-

pals, and Chapter 6 explores teacher and principal attitudes toward school policies and practices, their satisfaction with the profession, and their perceptions of school problems and of their influence on school practices. Chapter 7 examines the complex issues of supply, demand, and shortage of teachers by looking at vacancies and how they are addressed, teacher turnover, sources of new hires, and the stability of the work force in terms of retention and separation of teachers from schools. At the conclusion of each chapter is a brief summary of changes between 1987-88 and 1990-91. Appendix A contains a series of tables that report selected data by state (for public schools) and typology (for private schools).² Appendix B contains standard errors for selected tables. Appendix C, the technical notes, describes the survey design and statistical procedures used and defines key variables.

With a few exceptions, each table in the main body of the report has the same format. In the typical table, the first row shows totals for public and private schools together to provide an overall picture of some aspect of education in the United States. In the rest of the table, data for public and private schools are shown separately because of the important differences in the structure and funding of public and private schools.³ Within each sector, data are reported for three community types (central city, urban fringe/large town, and rural/small town), and within each community type, by school level, percentage minority enrollment, and school size. Unless otherwise specified, "teachers" include all full- and part-time regular, itinerant, and long-term substitute teachers.

²The private school typology separates private schools into three major groups and within each group into three subgroups: Catholic (parochial, diocesan, and private order), other religious (Conservative Christian, affiliated, and unaffiliated), and nonsectarian (regular, special emphasis, and special education).

³Public schools are institutions supported primarily with public funds and operated by an education agency. Private schools are not supported primarily with public funds or operated by an education agency; they may be religious or nonsectarian. See Appendix C for a more detailed description of the criteria used to define the public and private schools included in SASS.

Most of the tables in this report follow the format used in *Schools and Staffing in the United States: A Statistical Profile, 1987-88*.⁴ A word of caution is in order, however, for those who wish to compare data in the 1987-88 report with data in this 1990-91 report. In the previous *Statistical Profile*, "community type" was based on the respondent's answer to the following question on the School Questionnaire: "Which best describes the community in which this school is located?" The ten possible responses were consolidated into three categories: urban, suburban, and rural/small city. For the tables in this 1990-91 report, "community type" was derived from a locale code based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas.⁵ The locale code provides a more accurate description of community type than the administrator report on the School Questionnaire. However, its use in this report means that comparisons between 1987-88 and 1990-91 cannot be made by community type.

The locale codes were aggregated into three community types: central city, urban fringe/large town, and rural/small city. "Central city" includes large central cities (central cities of SMSAs, with populations greater than or equal to 400,000 or population densities greater than or equal to 6,000 per square mile) and mid-size central cities (central cities of SMSAs, but not designated as large central cities). "Urban fringe/large town" includes the urban fringes of large or mid-size cities (places located within SMSAs of large or mid-size central cities and defined as urban by the U.S. Bureau of the Census) and large towns (places not located within an SMSA, but that have populations greater than or equal to 25,000 and that are defined as urban by the U.S. Bureau of the

⁴U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1987-88*, NCES 92-120 (Washington, D.C.: 1992).

⁵F. Johnson, *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1989).

Census). "Rural/small town" includes rural areas (places that have populations of less than 2,500 and that are defined as rural by the U.S. Bureau of the Census) and small towns (places not located within SMSAs, that have populations of less than 25,000, but greater than or equal to 2,500, and that are defined as urban by the U.S. Bureau of the Census).

This report does not require or assume any statistical expertise on the part of its readers. For those interested, Appendix C also provides information on the survey design, the overall accuracy of the estimates, and the statistical procedures used. All differences noted in the text are statistically significant. Not all significant differences are discussed.

We are interested in your reaction to the information presented here and to the content of the questions used to produce these results. We welcome your recommendations for improving our survey work. If you have suggestions or comments, want more information about this report, or would like copies of the questionnaires, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education
Statistics Division
National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5651

CHAPTER 2 • SCHOOLS AND STUDENTS

To set the context for examining other aspects of schools and staffing, this chapter provides an overview of some basic characteristics of schools and students. It starts with a discussion of the numbers of schools and students and the size and structure of schools, and then describes student characteristics, school and district programs and services, and academic programs. The last section describes changes in schools and students between 1987–88 and 1990–91.

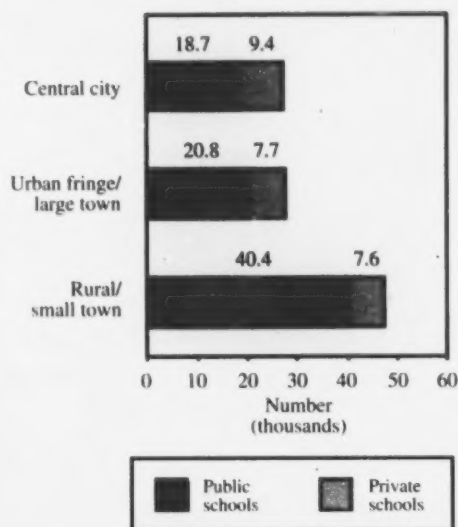
NUMBERS OF SCHOOLS AND STUDENTS

In 1990–91, there were approximately 105,000 schools in the United States, including about 80,000 public schools and 25,000 private schools (table 2.1).⁶ About one-half of the public schools (40,000) were located in rural or small town communities. Another 21,000 were located in urban fringe areas or large towns, and the remaining 19,000 were in central cities (figure 2.1). Private schools were distributed differently across community types, with approximately one-third of schools in each community type. Central cities had about 9,000 private schools, and urban fringe/large town and rural/small town community types each had about 8,000.

A total of 44.8 million students were enrolled in Grades K through 12 in the nation's schools in 1990–91, about 40.1 million in public schools and another 4.7 million in private schools (table 2.1). Across all three community types, the great majority of students were enrolled in public schools (figure 2.2). About one-half (2.3 million) of the private school students attended central city schools, compared to less than one-third of public school students.

⁶Appendix tables A1 and A2 show comparable data for public schools by state and for private schools by typology.

Figure 2.1—Number of public and private schools, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

The reader should note that estimates of the numbers of schools and students calculated using the 1987–88 and 1990–91 SASS data differ at least in part because of important differences in the sample designs of the two surveys. Improvements made in the sample design for 1990–91 are described in Appendix C.

In 1990–91, the average ratio of students to full-time-equivalent (FTE) teachers was 16.5 (table 2.1). Overall, public schools had a slightly greater student/FTE teacher ratio than private schools (16.7 compared with 16.1). At the secondary school level in urban fringe/large town and rural/small town community types, public schools had somewhat higher student/FTE teacher ratios than private schools (figure 2.3). At the elementary level, the ratios in public

Table 2.1—Number of public and private schools and students and average number of students per full-time-equivalent (FTE) teacher, by selected school characteristics: 1990–91

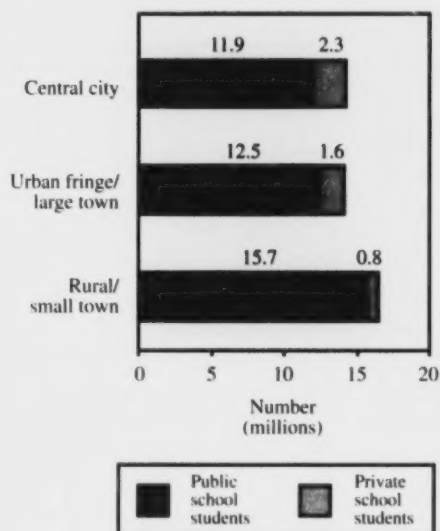
	Total			Public			Private		
	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.
TOTAL	104,575	44,777,577	16.5	79,885	40,103,699	16.7	24,690	4,673,878	16.1
Central city	28,095	14,191,528	17.5	18,684	11,892,503	17.5	9,411	2,299,025	17.6
School level									
Elementary	20,271	8,984,585	18.5	14,190	7,703,526	18.0	6,081	1,281,059	19.7
Secondary	5,038	4,503,229	16.7	3,744	3,948,093	16.9	1,294	555,135	16.0
Combined	2,786	703,714	11.7	750	240,884	10.4	2,036	462,831	12.2
Minority enrollment									
Less than 20%	9,941	4,028,636	17.4	4,616	2,674,646	17.9	5,325	1,353,991	17.0
20% or more	18,154	10,162,892	17.6	14,068	9,217,857	17.3	4,086	945,034	18.4
School size									
Less than 150	4,838	359,259	12.7	987	91,606	11.3	3,851	267,654	13.0
150 to 499	11,897	3,877,503	18.2	7,382	2,633,655	16.7	4,515	1,243,848	20.6
500 to 749	6,024	3,675,623	18.8	5,324	3,247,363	18.5	700	428,259	20.5
750 or more	5,336	6,279,143	19.0	4,991	5,919,879	18.7	345	359,264	22.8
Urban fringe/large town	28,543	14,068,947	17.5	20,849	12,515,609	17.9	7,694	1,553,338	16.3
School level									
Elementary	20,469	8,795,707	18.6	15,461	7,882,220	18.5	5,008	913,486	18.7
Secondary	5,391	4,659,823	16.3	4,740	4,417,909	16.7	651	241,914	13.3
Combined	2,683	613,418	11.5	648	215,480	12.0	2,035	397,937	11.3
Minority enrollment									
Less than 20%	16,978	7,813,249	17.1	11,562	6,691,342	17.7	5,415	1,121,907	16.0
20% or more	11,566	6,255,698	18.0	9,287	5,824,267	18.2	2,279	431,431	17.0
School size									
Less than 150	4,695	335,529	11.9	1,014	73,768	10.8	3,681	261,761	12.3
150 to 499	12,630	4,205,581	18.5	9,107	3,277,633	17.9	3,523	927,948	20.1
500 to 749	6,155	3,687,176	18.6	5,850	3,504,567	18.6	305	182,609	18.1
750 or more	5,063	5,840,661	18.6	4,878	5,659,641	18.6	185	181,020	20.0
Rural/small town	47,937	16,517,102	15.4	40,352	15,695,586	15.6	7,585	821,515	14.2
School level									
Elementary	31,144	9,957,642	16.3	26,531	9,496,793	16.4	4,613	460,849	16.0
Secondary	11,612	5,306,220	14.0	11,090	5,214,680	14.2	522	91,540	10.7
Combined	5,181	1,253,240	12.7	2,731	984,114	13.7	2,450	269,127	11.6
Minority enrollment									
Less than 20%	36,052	11,594,091	15.2	29,854	10,900,225	15.4	6,198	693,866	14.6
20% or more	11,885	4,923,011	15.8	10,498	4,795,361	16.3	1,387	127,649	12.6
School size									
Less than 150	13,383	959,456	12.5	7,843	664,432	12.3	5,540	295,024	12.8
150 to 499	23,389	7,186,586	16.1	21,477	6,746,207	15.9	1,912	440,379	17.9
500 to 749	7,369	4,455,431	17.4	7,252	4,383,991	17.3	—	—	—
750 or more	3,796	3,915,628	17.6	3,780	3,900,956	17.6	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Figure 2.2—Number of public and private school students, by community type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

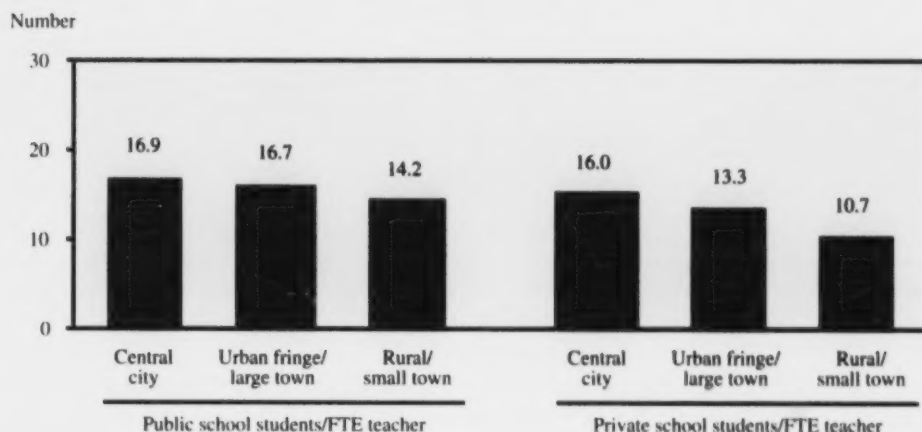
and private schools were similar to each other in urban fringe/large town and rural/small town community types, but in central cities, private schools had a higher student/FTE teacher ratio than public schools (19.7 compared with 18.0).

SCHOOL SIZE AND STRUCTURE

In 1990-91, 65 percent to 72 percent of all schools (depending on the community type) were elementary, and 18 percent to 24 percent were secondary (table 2.2). The rest (9 percent to 11 percent, depending on community type) were combined elementary and secondary. Combined schools were much more common in the private sector (22 percent to 32 percent of all schools, depending on the community type) than in the public sector (3 percent to 7 percent, depending on the community type). Within the public sector, rural/small town communities had the greatest percentage of schools that were combined.

Average school size varied with level and sector. In all three community types, the average elementary school was smaller than the average secondary

Figure 2.3—Average number of public and private secondary school students per full-time equivalent (FTE) teacher, by community type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Table 2.2—Percentage distribution of schools and students and average school size, by selected school characteristics: 1990-91

	Schools	Total Students	Avg. size	Schools	Public Students	Avg. size	Schools	Private Students	Avg. size
TOTAL	100.0	100.0	428	100.0	100.0	502	100.0	100.0	189
Central city	26.9	31.9	505	23.4	29.8	637	38.1	48.8	244
School level									
Elementary	72.2	63.7	443	75.9	65.1	543	64.6	57.2	211
Secondary	17.9	31.1	894	20.0	32.8	1,055	13.7	22.8	429
Combined	9.9	5.1	253	4.0	2.1	321	21.6	20.0	227
Minority enrollment									
Less than 20%	35.4	28.6	405	24.7	22.4	580	56.5	59.3	254
20% or more	64.6	71.4	560	75.3	77.6	655	43.4	40.7	231
School size									
Less than 150	17.2	2.5	74	5.3	0.8	93	40.9	11.6	70
150 to 499	42.3	27.3	326	39.5	22.1	357	48.0	54.1	276
500 to 749	21.4	25.9	610	28.5	27.3	610	7.4	18.6	612
750 or more	19.0	44.2	1,177	26.7	49.8	1,186	3.7	15.6	1,041
Urban fringe/large town	27.3	31.4	493	26.1	31.2	600	31.2	33.5	202
School level									
Elementary	71.7	62.6	430	74.2	62.9	510	65.1	60.3	182
Secondary	18.9	32.8	864	22.7	35.2	932	8.5	14.5	371
Combined	9.4	4.6	229	3.1	1.8	333	26.5	25.1	196
Minority enrollment									
Less than 20%	59.5	55.4	460	55.5	53.3	579	70.4	71.6	207
20% or more	40.5	44.6	541	44.5	46.7	627	29.6	28.4	189
School size									
Less than 150	16.4	2.4	72	4.9	0.6	73	47.8	16.9	71
150 to 499	44.2	29.9	333	43.7	26.2	360	45.8	59.7	263
500 to 749	21.6	26.2	599	28.1	28.0	599	4.0	11.8	598
750 or more	17.7	41.5	1,154	23.4	45.2	1,160	2.4	11.7	979
Rural/small town	45.8	36.7	345	50.5	39.1	389	30.7	17.7	108
School level									
Elementary	65.0	60.3	320	65.7	60.5	358	60.8	57.2	100
Secondary	24.2	31.9	457	27.5	33.1	470	6.9	11.1	175
Combined	10.8	7.8	242	6.8	6.4	360	32.3	31.7	110
Minority enrollment									
Less than 20%	75.2	70.0	322	74.0	69.3	365	81.7	83.5	112
20% or more	24.8	30.0	414	26.0	30.7	457	18.3	16.5	92
School size									
Less than 150	27.9	5.8	72	19.4	4.2	85	73.0	35.9	53
150 to 499	48.8	43.5	307	53.2	43.0	314	25.2	53.6	230
500 to 749	15.4	27.0	605	18.0	27.9	605	1.5	8.7	—
750 or more	7.9	23.7	1,032	9.4	24.9	1,032	0.2	1.8	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

school. On average, public schools were much larger than private schools (502 students compared with 189 students) (table 2.2). Furthermore, at all levels (elementary, secondary, and combined), the average public school was larger than the average private school across all three community types. Public school students were more likely than private school students to attend schools with 500 or more students across all community types (figure 2.4).

Central cities had the highest concentration of schools with large minority populations. Seventy-five percent of all central city public schools had enrollments that were 20 percent or more minority, compared with 45 percent of urban fringe/large town public schools and 26 percent of rural/small town public schools (table 2.2). Within the private sector, 43 percent of central city schools had 20 percent or more minority students, a greater proportion than in other community types, but a much smaller proportion than their public school counterparts.

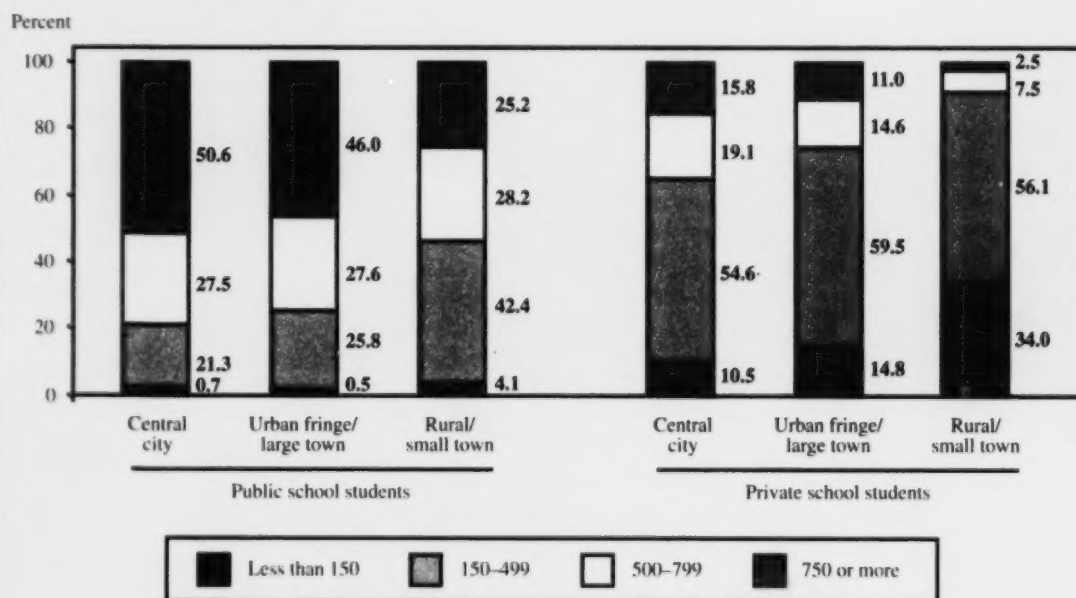
STUDENT CHARACTERISTICS

Among the students enrolled in public and private schools in the United States in 1990-91, 70 percent were white, 15 percent were black, 11 percent were Hispanic, 3 percent were Asian, and 1 percent were Native American (table 2.3).⁷ Private schools had proportionately more whites and Asians enrolled than did public schools, whereas public schools had proportionately more of each of the other racial-ethnic groups.

Certain types of schools had greater concentrations of minorities than others. For example, more than one-half (53 percent) of the students in central city public schools were members of a minority group, compared with 28 percent and 18 percent, respective-

⁷Appendix tables A3 and A4 show comparable data for public schools by state and for private schools by typology.

Figure 2.4—Percentage distribution of public and private school students, by school size and community type: 1990-91



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Table 2.3—Percentage distribution of students by racial-ethnic background and percent minority students, by selected school characteristics: 1990-91

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
TOTAL	69.6	15.3	10.8	1.2	3.0	30.4
PUBLIC	68.6	16.1	11.1	1.3	2.9	31.4
Central city	46.9	28.5	19.5	0.9	4.1	53.1
School level						
Elementary	45.3	29.5	20.3	1.0	3.8	54.7
Secondary	50.3	26.2	17.9	0.8	4.8	49.7
Combined	44.6	33.4	18.3	0.6	3.0	55.4
Minority enrollment						
Less than 20%	91.3	3.8	2.5	0.7	1.7	8.7
20% or more	34.1	35.7	24.4	1.0	4.8	65.9
School size						
Less than 150	54.8	21.1	21.9	0.9	1.3	45.2
150 to 499	53.0	31.6	11.2	1.3	2.9	47.0
500 to 749	46.4	31.5	17.7	0.9	3.5	53.6
750 or more	44.4	25.6	24.1	0.8	5.1	55.6
Urban fringe/large town	71.9	12.6	10.3	0.8	4.3	28.1
School level						
Elementary	72.0	13.0	9.7	1.0	4.4	28.0
Secondary	71.9	12.0	11.3	0.6	4.3	28.1
Combined	69.5	14.9	12.3	0.4	2.9	30.5
Minority enrollment						
Less than 20%	91.8	3.3	2.2	0.4	2.3	8.2
20% or more	49.1	23.4	19.5	1.4	6.6	50.9
School size						
Less than 150	75.7	16.3	4.9	1.2	1.9	24.3
150 to 499	73.7	12.9	8.2	1.2	4.0	26.3
500 to 749	73.5	12.0	9.9	0.9	3.7	26.5
750 or more	69.9	12.8	11.8	0.6	4.9	30.1
Rural/small town	82.4	9.4	5.4	1.9	0.9	17.6
School level						
Elementary	82.4	9.5	5.1	2.0	0.9	17.6
Secondary	82.5	9.3	5.8	1.5	0.9	17.5
Combined	82.4	8.9	5.0	2.7	1.0	17.6
Minority enrollment						
Less than 20%	95.5	1.9	1.4	0.5	0.7	4.5
20% or more	52.8	26.5	14.3	5.0	1.4	47.2
School size						
Less than 150	87.8	2.5	4.8	4.3	0.6	12.2
150 to 499	84.1	7.6	5.2	2.5	0.7	15.9
500 to 749	82.2	11.2	4.2	1.4	0.9	17.8
750 or more	79.0	11.7	7.0	1.0	1.2	21.0

Table 2.3—Percentage distribution of students by racial-ethnic background and percent minority students, by selected school characteristics: 1990-91—Continued

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
PRIVATE	78.3	8.3	8.6	0.6	4.1	21.7
Central city	72.2	11.5	11.5	0.5	4.2	27.8
School level						
Elementary	69.4	13.7	13.0	0.2	3.7	30.6
Secondary	72.0	9.5	13.0	0.4	5.1	28.0
Combined	80.2	7.9	5.7	1.6	4.7	19.8
Minority enrollment						
Less than 20%	93.2	2.6	2.3	0.2	1.7	6.8
20% or more	42.1	24.3	24.7	1.1	7.8	57.9
School size						
Less than 150	67.5	17.5	12.0	0.4	2.6	32.5
150 to 499	71.9	12.2	11.1	0.8	4.1	28.1
500 to 749	72.8	8.2	15.0	0.3	3.6	27.2
750 or more	76.0	8.8	8.6	0.2	6.3	24.0
Urban fringe/large town	82.1	6.3	6.2	0.3	5.1	17.9
School level						
Elementary	82.4	6.3	6.7	0.2	4.3	17.6
Secondary	80.4	4.5	8.5	0.3	6.4	19.6
Combined	82.2	7.3	3.9	0.6	5.9	17.8
Minority enrollment						
Less than 20%	94.0	2.0	1.9	0.2	2.0	6.0
20% or more	51.0	17.5	17.6	0.8	13.0	49.0
School size						
Less than 150	79.9	9.4	5.5	0.9	4.4	20.1
150 to 499	82.3	5.7	6.8	0.3	4.9	17.7
500 to 749	82.7	6.8	5.1	0.2	5.2	17.3
750 or more	83.4	4.3	5.7	0.1	6.5	16.6
Rural/small town	88.3	3.1	5.1	1.4	2.1	11.7
School level						
Elementary	87.1	3.4	7.0	1.0	1.5	12.9
Secondary	87.0	4.2	4.3	0.3	4.2	13.0
Combined	90.8	2.1	2.2	2.4	2.5	9.2
Minority enrollment						
Less than 20%	96.1	1.4	1.3	0.2	1.1	3.9
20% or more	45.1	12.5	26.6	8.0	7.8	54.9
School size						
Less than 150	88.0	2.7	4.6	2.6	2.1	12.0
150 to 499	89.9	3.3	4.6	0.6	1.7	10.1
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

ly, of the students in urban fringe/large town and rural/small town public schools (figure 2.5). Within each community type, the percentage of minority students was higher in public schools than in private schools.

SCHOOL AND DISTRICT PROGRAMS AND SERVICES

The types of supportive programs and services that schools and districts offer can be viewed as an indicator of the degree to which students have access to educational opportunities. Table 2.4 and figure 2.6 show the percentages of schools that provided various programs and services in 1990-91 and how their availability varied by type of school. Note that although the programs and services are provided at the school level, district policies often determine whether or not they are provided, at least in public schools.

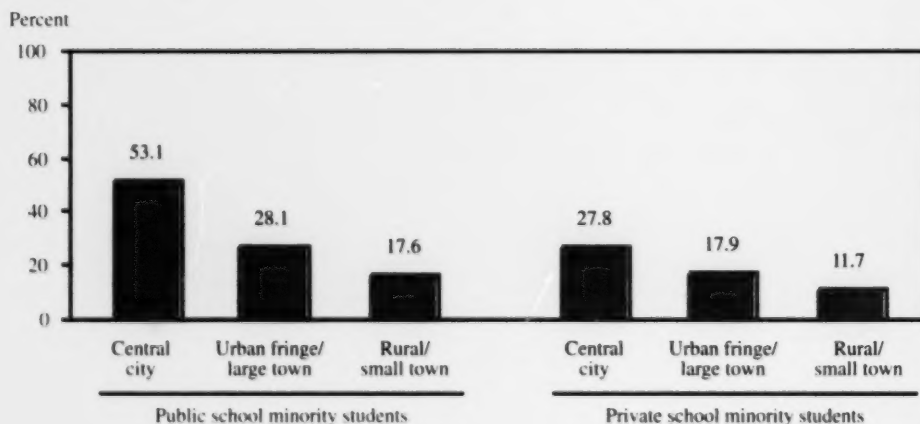
Almost all public schools offered free or reduced-price lunches paid for with public funds (96 percent), and had libraries (also 96 percent). Eighty-six percent offered handicapped services, 83 percent offered remedial programs, and 80 percent offered diagnostic

and prescriptive services provided by professionals trained to diagnose students' learning problems and to plan and provide therapeutic programs. Moreover, 75 percent of public schools offered gifted and talented programs, and 67 percent offered services under Chapter 1 of the Elementary and Secondary Education Act as amended (that is, federal funds for the special educational needs of disadvantaged children). However, bilingual programs (in which the native language is used to varying degrees in instructing students with limited English proficiency) and English as a second language (ESL) programs (in which students with limited English proficiency are provided with intensive instruction in English) were less frequently offered (by 19 percent and 41 percent of public schools, respectively). Private schools were much less likely than public schools to provide each of the services described here.⁸

In central cities, whether or not public schools offered certain programs and services was related to school size. For example, public schools with fewer

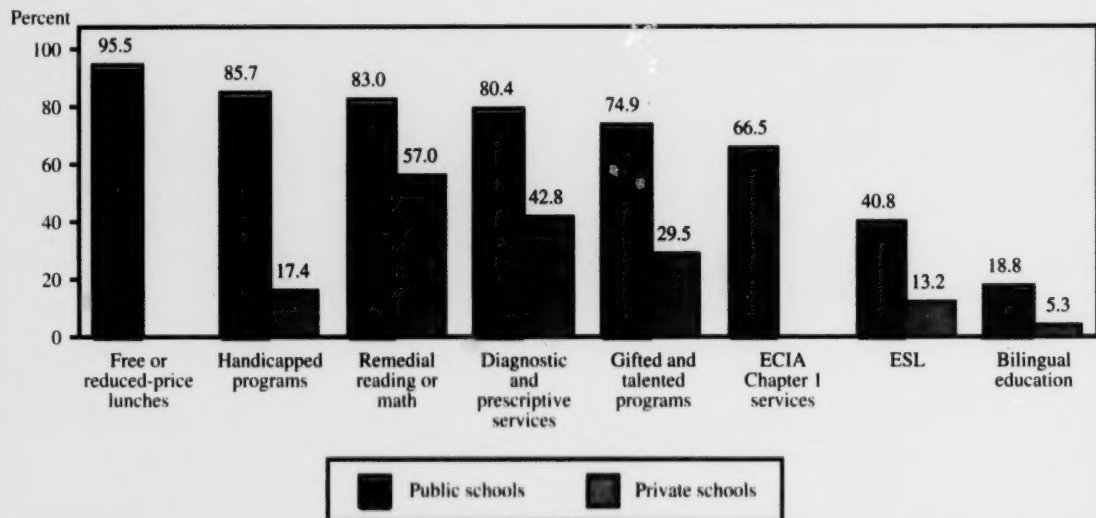
⁸Private schools were not asked about their participation in free or reduced-price lunch programs in the 1990-91 Schools and Staffing Survey.

Figure 2.5—Percentage of minority students in public and private schools, by community type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Figure 2.6—Percentage of public and private schools offering various programs and services: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

than 150 students were less likely than those with 750 or more students to offer most services (remedial, gifted and talented, ESL, and handicapped programs) and less likely to have a library.

Thirty percent of all elementary and combined schools offered extended day care programs, including 25 percent of all public schools and 43 percent of all private schools (table 2.5). The availability of such programs varied widely by sector, location, and size, ranging from a low of 8 percent in public rural/small town combined schools and public rural/small town schools with less than 150 students to a high of 86 percent in private central city schools with 750 or more students. In both the public and private schools, extended day care programs were less common in rural/small town communities than in the other community types (figure 2.7).

ACADEMIC PROGRAMS

The quality of the academic programs being offered in our schools and the commitment of students have become issues of national concern—ones that public

officials and policymakers at all levels are monitoring. Relevant indicators of program quality and student interest are the availability of kindergarten and prekindergarten programs for young children, the types of academic programs available, graduation requirements and rates, and the percentage of students who are applying to college.

Prekindergarten and Kindergarten Programs

Seventy-seven percent of public and 79 percent of private elementary and combined schools offered kindergarten programs (table 2.5). Considering only elementary schools, 83 percent of public schools in central cities, 81 percent in urban fringe/large town communities, and 75 percent in rural/small town communities offered them. For private elementary schools, the corresponding percentages were 86 percent, 89 percent, and 70 percent.

Private schools were more likely to offer full-day programs: 39 percent of all private elementary and combined schools reported that they provided full-day programs, compared with 29 percent of all public

Table 2.4—Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1990–91

	Remedial	Gifted & talented	Bi-lingual	ESL	Handi-capped	Diag./prescr.	Free/red. price lunch	Chapter 1 services	Library
TOTAL	76.8	64.2	15.6	34.3	69.6	71.5	(*)	56.6	93.7
PUBLIC	83.0	74.9	18.8	40.8	85.7	80.4	95.5	66.5	95.8
Central city	80.1	71.1	32.2	53.1	83.1	78.9	97.5	61.0	96.4
School level									
Elementary	80.3	73.1	34.3	53.7	82.6	79.6	99.3	68.4	98.1
Secondary	83.4	71.0	26.3	54.2	84.8	75.6	93.0	38.2	94.4
Combined	60.5	32.3	23.2	36.0	84.7	80.6	85.9	35.0	73.9
Minority enrollment									
Less than 20%	77.9	80.0	10.0	45.3	86.7	85.0	95.5	40.4	97.5
20% or more	80.8	68.1	39.5	55.7	82.0	76.8	98.1	67.8	96.0
School size									
Less than 150	56.4	26.9	23.9	24.0	62.7	80.4	90.2	47.4	68.6
150 to 499	79.9	69.2	26.6	44.1	81.7	75.3	97.3	65.2	97.6
500 to 749	79.3	73.5	35.1	55.7	85.3	81.5	99.0	66.0	98.3
750 or more	86.0	79.9	39.1	69.5	86.8	81.1	97.6	52.3	98.0
Urban fringe/large town	84.2	78.5	19.8	58.4	87.4	85.3	95.2	57.6	96.2
School level									
Elementary	84.7	82.1	20.4	59.4	87.1	86.1	97.0	63.2	98.4
Secondary	84.3	72.3	17.8	58.1	88.5	82.7	91.0	40.4	92.5
Combined	71.3	37.5	19.9	35.4	87.1	85.8	81.8	49.5	71.9
Minority enrollment									
Less than 20%	85.5	81.0	12.0	55.1	86.7	86.6	95.3	53.6	96.8
20% or more	82.5	75.3	29.4	62.5	88.2	83.8	95.0	62.7	95.5
School size									
Less than 150	73.4	20.0	9.6	36.0	71.8	84.6	78.3	53.0	53.8
150 to 499	86.3	77.3	16.4	52.2	86.9	85.2	94.6	66.4	96.8
500 to 749	85.0	84.7	21.9	65.4	87.7	86.2	96.7	56.5	99.8
750 or more	81.4	85.4	25.6	66.2	91.2	84.7	97.9	43.4	99.7
Rural/small town	83.7	74.8	12.1	26.0	86.0	78.5	94.8	73.5	95.3
School level									
Elementary	87.4	77.8	12.8	27.0	84.2	79.3	95.2	84.0	95.3
Secondary	75.0	69.2	9.7	23.9	89.2	75.5	94.7	46.6	95.9
Combined	82.8	67.9	15.1	23.8	90.6	82.6	90.9	81.2	92.8
Minority enrollment									
Less than 20%	83.5	73.4	8.1	22.1	84.6	79.3	94.0	72.2	94.8
20% or more	84.3	78.9	23.4	36.8	90.0	76.1	97.0	77.4	96.7
School size									
Less than 150	75.1	55.1	8.6	12.9	68.5	74.0	80.1	70.4	84.4
150 to 499	84.4	77.3	12.3	25.0	88.4	79.4	98.3	77.6	97.3
500 to 749	88.5	83.3	13.0	34.1	92.3	78.3	98.5	74.2	99.3
750 or more	88.5	85.2	16.5	42.7	96.8	82.8	98.5	55.5	99.1

Table 2.4—Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1990–91—Continued

	Remedial	Gifted & talented	Bi-lingual	ESL	Handi-capped	Diag./prescr.	Chapter 1 services	Library
PRIVATE	57.0	29.5	5.3	13.2	17.4	42.8	24.6	86.8
Central city	59.8	28.4	5.8	12.6	17.9	43.1	27.4	87.5
School level								
Elementary	61.6	25.2	4.4	10.8	16.5	45.9	35.6	87.5
Secondary	61.7	40.3	3.0	16.5	18.2	38.4	13.0	93.5
Combined	53.2	30.5	11.8	15.4	22.0	37.8	12.4	83.9
Minority enrollment								
Less than 20%	59.4	32.9	5.8	11.2	18.2	46.7	23.1	91.0
20% or more	60.3	22.6	5.8	14.4	17.5	38.5	33.1	83.0
School size								
Less than 150	53.5	20.7	8.2	10.5	19.8	38.1	15.2	74.9
150 to 499	64.1	31.1	3.5	13.5	16.0	48.8	38.6	95.7
500 to 749	68.3	37.1	7.5	18.7	20.4	34.5	27.9	98.5
750 or more	56.1	62.3	4.4	12.0	16.9	43.7	17.0	100.0
Urban fringe/large town	57.3	28.4	4.7	12.7	16.9	47.1	25.7	88.6
School level								
Elementary	61.0	26.8	3.6	11.8	13.0	48.4	35.3	88.6
Secondary	52.1	44.9	3.4	17.0	18.5	35.9	13.8	92.4
Combined	49.8	27.3	7.9	13.6	26.2	47.3	6.0	87.3
Minority enrollment								
Less than 20%	59.2	28.9	5.1	12.1	17.4	50.4	23.0	91.3
20% or more	52.9	27.3	3.9	14.2	15.8	39.0	32.1	82.1
School size								
Less than 150	51.7	23.9	5.8	11.7	21.1	44.1	18.8	79.9
150 to 499	62.5	29.9	3.5	13.3	12.0	50.3	34.3	96.1
500 to 749	61.3	44.6	7.7	19.0	21.0	41.0	16.6	100.0
750 or more	63.6	64.2	—	11.9	22.6	53.9	14.1	100.0
Rural/small town	53.2	31.8	5.3	14.3	17.1	37.9	19.9	84.1
School level								
Elementary	50.3	29.7	4.7	13.0	14.8	37.1	27.6	81.1
Secondary	42.1	33.1	7.0	47.7	26.9	42.7	10.4	90.3
Combined	61.1	35.4	6.0	9.8	19.2	38.6	7.5	88.4
Minority enrollment								
Less than 20%	59.2	28.9	5.1	12.1	17.4	50.4	23.0	91.3
20% or more	52.9	27.3	3.9	14.2	15.8	39.0	32.1	82.1
School size								
Less than 150	49.1	29.6	6.7	15.3	15.8	33.6	14.0	79.0
150 to 499	64.1	38.0	1.4	11.0	20.6	50.1	36.5	97.9
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*The Private School Questionnaire did not ask about availability of free or reduced price lunch programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table 2.5—Percentage of elementary and combined schools that offered extended-day, prekindergarten, and kindergarten programs of different lengths, and average days per week in kindergarten programs, by selected school characteristics: 1990-91

	Extended-day	Pre-kindergarten	Kindergarten	Kindergarten, half-day	Kindergarten, full-day	Kindergarten, both	Average days/week
TOTAL	29.9	(*)	77.6	42.3	31.5	3.8	4.9
PUBLIC	25.2	17.1	77.2	45.6	28.9	2.8	4.9
Central city	35.9	27.7	80.2	44.5	32.1	3.5	5.0
School level							
Elementary	36.9	28.4	83.1	46.5	33.0	3.6	5.0
Combined	17.6	14.1	23.6	7.0	15.1	—	5.0
Minority enrollment							
Less than 20%	36.0	15.0	84.3	66.6	14.7	2.9	4.9
20% or more	35.9	31.7	78.9	37.5	37.7	3.6	5.0
School size							
Less than 150	11.4	24.1	50.4	16.8	32.5	—	4.6
150 to 499	34.6	30.8	86.8	48.7	33.4	4.7	5.0
500 to 749	39.7	25.9	81.9	46.4	33.6	2.0	5.0
750 or more	39.6	24.1	68.5	38.6	26.1	3.7	5.0
Urban fringe/large town	34.4	13.5	78.5	57.9	17.1	3.5	5.0
School level							
Elementary	35.1	13.7	80.7	59.8	17.2	3.6	5.0
Combined	16.6	9.2	26.2	11.2	14.3	—	5.0
Minority enrollment							
Less than 20%	34.4	9.0	78.3	63.3	12.3	2.6	5.0
20% or more	34.4	19.1	78.7	51.2	22.9	4.5	5.0
School size							
Less than 150	17.0	14.3	36.7	16.6	16.9	—	—
150 to 499	32.4	15.1	85.7	64.7	16.7	4.3	5.0
500 to 749	39.0	12.1	79.7	60.8	16.3	2.7	5.0
750 or more	36.9	10.7	60.2	37.6	20.5	2.1	5.0
Rural/small town	14.7	13.7	75.1	39.3	33.7	2.1	4.8
School level							
Elementary	15.3	13.0	74.7	40.6	32.1	2.0	4.8
Combined	8.3	20.3	78.5	26.9	49.2	2.4	4.8
Minority enrollment							
Less than 20%	15.2	11.4	78.4	45.7	30.7	2.1	4.7
20% or more	13.3	19.9	65.8	21.8	42.0	2.0	4.9
School size							
Less than 150	8.4	8.2	79.3	46.7	31.5	1.1	4.6
150 to 499	14.1	14.9	76.8	38.6	35.6	2.5	4.8
500 to 749	20.5	13.3	67.3	37.3	28.5	1.5	4.9
750 or more	23.2	20.7	68.4	27.7	38.1	2.6	4.9

Table 2.5—Percentage of elementary and combined schools that offered extended-day, prekindergarten, and kindergarten programs of different lengths, and average days per week in kindergarten programs, by selected school characteristics: 1990-91—Continued

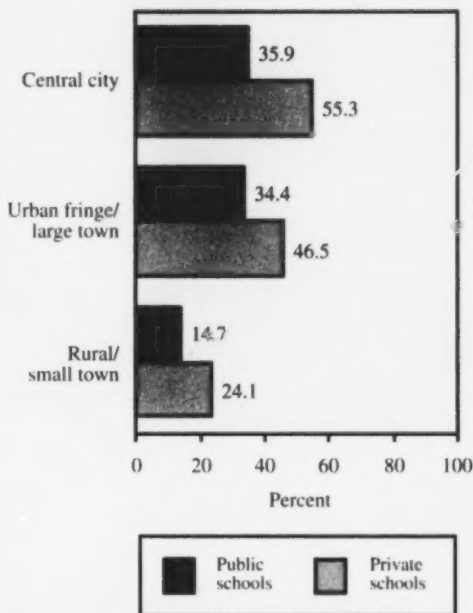
	Extended-day	Kindergarten	Kindergarten, half-day	Kindergarten, full-day	Kindergarten, both	Average days/week
PRIVATE	42.6	78.7	33.5	38.5	6.7	4.8
Central city	55.3	80.8	34.8	40.3	5.7	4.9
School level						
Elementary	60.3	86.2	37.4	43.7	5.1	5.0
Combined	40.3	64.7	27.3	29.8	7.6	4.8
Minority enrollment						
Less than 20%	50.6	84.4	42.7	35.4	6.2	4.9
20% or more	61.3	76.2	24.6	46.5	5.1	5.0
School size						
Less than 150	45.8	64.7	27.6	33.6	3.5	4.9
150 to 499	61.1	93.9	41.7	45.2	7.0	5.0
500 to 749	67.3	90.1	37.8	43.1	9.2	5.0
750 or more	86.1	84.3	12.0	58.4	13.9	5.0
Urban fringe/large town	46.5	82.9	32.4	42.9	7.6	4.9
School level						
Elementary	52.7	89.0	34.0	47.2	7.8	4.9
Combined	31.2	67.8	28.4	32.2	7.3	4.7
Minority enrollment						
Less than 20%	39.3	83.3	37.6	37.5	8.2	4.8
20% or more	63.8	81.9	19.8	55.8	6.2	5.0
School size						
Less than 150	46.8	74.9	27.8	42.4	4.8	4.8
150 to 499	44.3	90.8	37.0	43.6	10.1	4.9
500 to 749	61.7	89.4	40.4	37.2	11.8	5.0
750 or more	—	—	—	—	—	—
Rural/small town	24.1	72.0	33.1	32.2	6.8	4.7
School level						
Elementary	23.3	70.4	32.7	31.7	6.0	4.6
Combined	25.7	75.1	33.9	33.0	8.2	4.8
Minority enrollment						
Less than 20%	21.5	72.3	32.2	32.5	7.5	4.6
20% or more	37.0	70.8	37.4	30.4	3.1	5.0
School size						
Less than 150	21.1	66.3	30.6	28.9	6.8	4.6
150 to 499	32.2	88.7	40.5	41.1	7.0	4.9
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*The Private School Questionnaire did not ask about prekindergarten programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Figure 2.7—Percentage of elementary and combined public and private schools that offered extended-day programs, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

elementary and combined schools.⁹ Within the public sector, full-day programs were much more common in central cities (32 percent) and rural small/town communities (34 percent) than in urban fringe/large town communities (17 percent).

In addition, 17 percent of public elementary and combined schools provided prekindergarten programs (table 2.5).¹⁰ These programs were most common in central cities, where 28 percent of the elementary and combined schools provided them. In all three community types, they were much more common in schools that were 20 percent or more minority than in schools that were less than 20 percent minority.

High School Programs

For 1991 graduates, schools with 12th grade required an average of 3.8 years of English–language arts for high school graduation, 2.5 years of mathematics, 0.3 years of computer science, 3.0 years of social sciences and social studies (for example, history, geography, economics), 2.2 years of physical and biological sciences, and 0.5 years of a foreign language (table 2.6).¹¹ In each of these subject areas except English–language arts, more years were required, on average, in private schools than in public schools.

Schools were asked if they offered college preparatory, vocational–technical, and general programs and if so, how many students were enrolled in each (students could be enrolled in more than one). Eighty percent of all schools with 12th grade offered a college preparatory program, and an average of 60 percent of their 10th–12th grade students were enrolled in this program (table 2.7).¹² The average percentage of such students enrolled in the program was much higher in private schools (78 percent) than in public schools (52 percent). This relationship was found in all three community types. Within the public sector, urban fringe/large town schools had a higher average proportion of 10th–12th graders enrolled in college preparatory programs than did central city or rural/small town communities (figure 2.8).

Seventy-eight percent of public schools that served 12th graders offered a general program for students who did not plan to attend college, and an average of 45 percent of 10th–12th graders in the schools that offered this kind of program were enrolled in it. Private schools were less likely to offer such programs (59 percent), and the average proportion of students who were enrolled was smaller (33 percent).

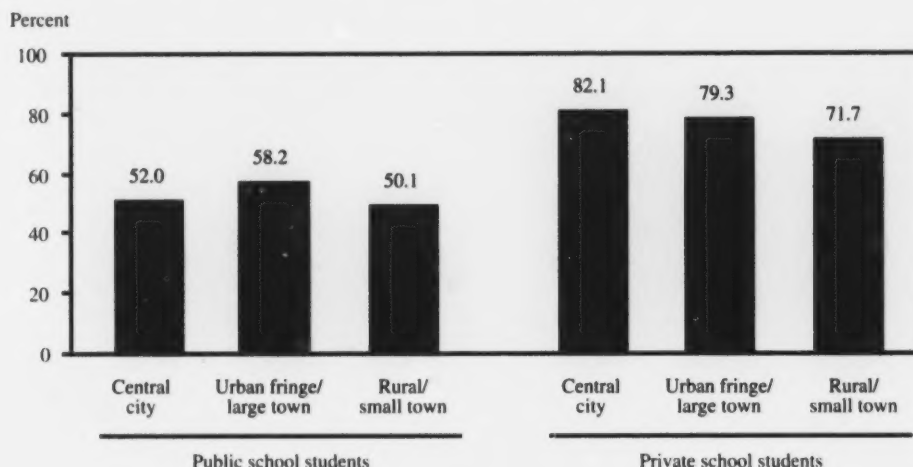
⁹Note that “full day” was not defined on the questionnaire.

¹⁰Private schools were not asked about prekindergarten programs.

¹¹Appendix tables A5 and A6 show comparable data for public schools by state and for private schools by typology.

¹²Appendix tables A7 and A8 show comparable data for public schools by state and for private schools by typology.

Figure 2.8—Percentage of 10th–12th grade public and private school students in academic or college preparatory programs, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Demand and Shortage Questionnaires).

In schools with 12th grades, 93 percent of the public school students and 96 percent of the private school students who were enrolled in 12th grade in the fall of 1990 graduated in 1990–91. Within the public sector, the percentage who graduated was somewhat lower in central cities (87 percent) than in urban fringe/large town or rural/small town communities (91 percent and 96 percent, respectively).

Schools that served 12th graders had an average of 59 percent of their 12th graders apply to 2- or 4-year colleges (53 percent in the public sector and 76 percent in the private sector). In each community type, the rates were higher in private schools than in public schools, but within each sector, there were no differences by community type.

CHANGES IN SCHOOLS AND STUDENTS: 1987–88 TO 1990–91

Students Per Full-Time-Equivalent Teacher

The number of students per full-time-equivalent teacher decreased from 17.1 in 1987–88 to 16.5 in 1990–91 (table 2.8). This overall decline was due to a decline in the public schools from 17.5 to 16.7; in the private schools, there was no significant change. Average school size was the same in both years for both public and private schools.

Table 2.6—Average years of instruction in various subjects required for high school graduation in schools with 12th grade, by selected school characteristics: 1990-91

	English	Math	Computer science	Social sciences	Physical/biolog. sciences	Foreign languages
TOTAL	3.8	2.5	0.3	3.0	2.2	0.5
PUBLIC	3.8	2.4	0.3	2.9	2.1	0.3
Central city	3.8	2.4	0.2	2.9	2.2	0.3
School level						
Secondary	3.8	2.4	0.2	2.9	2.1	0.4
Combined	3.9	2.5	0.4	2.9	2.2	0.2
Minority enrollment						
Less than 20%	3.7	2.3	0.2	2.7	2.1	0.3
20% or more	3.8	2.5	0.2	3.0	2.2	0.4
School size						
Less than 150	3.9	2.6	0.3	2.8	2.3	0.3
150 to 499	3.8	2.4	0.2	3.0	2.2	0.3
500 to 749	3.6	2.7	0.3	2.8	2.1	0.5
750 or more	3.8	2.4	0.2	2.9	2.1	0.3
Urban fringe/large town	3.8	2.4	0.2	2.9	2.1	0.3
School level						
Secondary	3.8	2.3	0.2	2.9	2.0	0.3
Combined	3.8	2.5	0.1	2.9	2.4	0.3
Minority enrollment						
Less than 20%	3.8	2.4	0.2	2.9	2.0	0.3
20% or more	3.8	2.3	0.2	2.9	2.1	0.4
School size						
Less than 150	3.9	2.4	0.1	3.0	2.1	0.3
150 to 499	3.7	2.4	0.2	2.8	2.1	0.4
500 to 749	3.7	2.4	0.1	2.9	2.1	0.4
750 or more	3.8	2.3	0.2	2.9	2.0	0.3
Rural/small town	3.8	2.4	0.3	2.9	2.1	0.3
School level						
Secondary	3.8	2.4	0.3	2.9	2.1	0.3
Combined	3.8	2.5	0.3	2.9	2.1	0.4
Minority level						
Less than 20%	3.8	2.4	0.3	2.9	2.1	0.3
20% or more	3.8	2.6	0.3	2.9	2.2	0.3
School size						
Less than 150	3.8	2.4	0.4	2.9	2.1	0.3
150 to 499	3.7	2.4	0.3	2.9	2.1	0.3
500 to 749	3.8	2.4	0.2	2.9	2.1	0.4
750 or more	3.8	2.5	0.2	2.9	2.2	0.3

Table 2.6—Average years of instruction in various subjects required for high school graduation in schools with 12th grade, by selected school characteristics: 1990–91—Continued

	English	Math	Computer science	Social sciences	Physical/biolog. sciences	Foreign languages
PRIVATE	3.8	2.8	0.5	3.1	2.5	1.1
Central city	3.9	2.9	0.5	3.2	2.4	1.3
School level						
Secondary	3.9	2.8	0.4	3.1	2.4	1.4
Combined	3.9	3.0	0.6	3.3	2.4	1.3
Minority enrollment						
Less than 20%	3.9	2.9	0.5	3.2	2.5	1.4
20% or more	3.9	2.9	0.6	3.2	2.2	1.2
School size						
Less than 150	3.9	2.9	0.6	3.4	2.4	1.0
150 to 499	4.0	2.8	0.6	3.1	2.4	1.4
500 to 749	3.9	3.0	0.4	3.2	2.4	1.5
750 or more	4.0	2.8	0.4	3.2	2.5	1.6
Urban fringe/large town	3.8	2.9	0.5	3.1	2.6	1.2
School level						
Secondary	4.0	2.8	0.4	2.9	2.3	1.5
Combined	3.8	2.9	0.5	3.2	2.7	1.0
Minority enrollment						
Less than 20%	3.8	2.9	0.5	3.2	2.7	1.2
20% or more	3.8	2.8	0.6	2.9	2.5	1.0
School size						
Less than 150	3.7	2.8	0.5	3.1	2.7	0.8
150 to 499	3.9	2.9	0.5	3.1	2.5	1.5
500 to 749	3.9	2.9	0.4	3.0	2.5	1.7
750 or more	4.0	2.7	0.4	2.9	2.4	1.5
Rural/small town	3.7	2.7	0.6	3.0	2.5	0.9
School level						
Secondary	3.8	2.7	0.4	2.7	2.3	1.3
Combined	3.6	2.8	0.6	3.1	2.5	0.7
Minority enrollment						
Less than 20%	3.7	2.7	0.5	3.0	2.4	0.8
20% or more	3.7	2.8	1.0	3.2	2.6	1.1
School size						
Less than 150	3.6	2.7	0.6	3.0	2.4	0.7
150 to 499	3.9	2.8	0.6	3.1	2.6	1.1
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–1991 (School Questionnaire).

Table 2.7—Of schools that served 12th graders, percentage that offered various programs of study, average percentage of 10–12th graders enrolled in these programs, and graduation and college application rates of 1989–90 12th graders, by selected school characteristics: 1990–91

	College preparatory		Vocational/technical		General		Average % 12th graders who:	
	% schools offered	Average % enrolled	% schools offered	Average % enrolled	% schools offered	Average % enrolled	Graduated	Applied to college
TOTAL	79.5	59.9	63.8	36.9	72.3	42.7	94.1	59.3
PUBLIC	75.9	52.0	79.7	37.5	77.6	45.4	93.4	53.2
Central city	72.8	52.0	76.6	37.5	73.8	45.7	87.2	51.0
School level								
Secondary	78.9	52.8	80.8	35.8	75.3	43.3	90.6	53.5
Combined	42.0	43.0	55.3	54.6	65.7	62.7	67.9	34.1
Minority enrollment								
Less than 20%	75.9	55.6	77.6	33.7	73.2	41.6	90.1	56.0
20% or more	71.8	50.7	76.3	38.8	74.0	47.1	86.2	49.3
School size								
Less than 150	33.3	—	54.5	—	69.0	64.0	68.2	32.2
150 to 499	42.8	53.2	69.3	60.9	58.3	63.9	77.7	40.6
500 to 749	63.4	—	61.5	—	68.3	—	93.4	45.1
750 or more	92.6	53.7	85.7	29.1	80.2	38.6	93.7	58.0
Urban fringe/large town	77.6	58.2	77.8	34.0	84.6	42.8	90.7	54.8
School level								
Secondary	81.6	57.8	79.2	32.4	85.1	40.7	92.1	56.9
Combined	43.3	—	66.2	55.0	80.3	67.6	76.9	31.1
Minority enrollment								
Less than 20%	85.3	58.6	77.1	30.8	86.6	37.1	93.1	59.5
20% or more	68.4	57.6	78.6	37.9	82.2	50.0	87.7	49.0
School size								
Less than 150	23.8	—	62.2	51.0	68.5	75.9	69.8	21.4
150 to 499	52.8	70.3	76.1	60.8	75.5	62.2	86.9	47.4
500 to 749	88.5	46.2	80.9	26.1	87.9	42.2	94.3	57.1
750 or more	92.3	60.1	80.9	27.6	89.4	34.9	94.7	61.5
Rural/small town	76.2	50.1	81.0	38.5	76.4	46.2	95.9	53.3
School level								
Secondary	78.7	49.1	82.5	37.2	76.0	45.7	95.9	53.9
Combined	66.8	54.3	75.5	44.1	78.0	48.0	95.6	51.1
Minority level								
Less than 20%	78.6	51.0	80.3	35.5	76.2	44.5	96.9	55.6
20% or more	69.4	46.8	83.1	46.9	77.0	50.9	92.8	46.7
School size								
Less than 150	54.6	52.3	67.3	47.2	69.3	55.2	94.3	50.4
150 to 499	74.8	49.3	81.4	38.9	72.6	46.4	96.5	54.7
500 to 749	88.7	49.8	87.8	33.6	83.4	44.6	96.1	52.1
750 or more	93.3	50.4	89.7	34.6	87.8	39.1	95.7	54.1

Table 2.7—Of schools that served 12th graders, percentage that offered various programs of study, average percentage of 10–12th graders enrolled in these programs, and graduation and college application rates of 1989–90 12th graders, by selected school characteristics: 1990–91—Continued

	College preparatory		Vocational/technical		General		Average % 12th graders who:	
	% schools offered	Average % enrolled	% schools offered	Average % enrolled	% schools offered	Average % enrolled	Graduated	Applied to college
PRIVATE	88.3	77.9	24.3	31.7	59.1	33.0	95.9	75.7
Central city	88.3	82.1	17.5	26.1	52.9	33.2	95.5	80.7
School level								
Secondary	89.6	89.5	20.0	23.3	52.0	28.5	98.3	87.7
Combined	87.2	75.2	15.5	—	53.6	37.5	93.0	74.2
Minority enrollment								
Less than 20%	88.4	82.9	16.5	24.3	51.7	30.0	96.8	81.9
20% or more	88.2	80.7	19.0	—	54.7	37.9	93.5	78.7
School size								
Less than 150	80.8	67.4	27.9	—	62.2	44.3	90.9	66.7
150 to 499	90.8	86.9	10.6	—	50.5	26.2	97.2	85.0
500 to 749	94.2	88.8	11.9	—	41.6	—	98.7	89.5
750 or more	96.4	94.6	14.8	—	44.5	30.1	98.2	90.8
Urban fringe/large town	83.6	79.3	27.4	32.0	55.1	37.0	96.8	74.9
School level								
Secondary	87.8	88.4	18.0	—	40.5	33.5	96.2	85.9
Combined	82.0	75.3	31.0	—	60.7	38.1	97.1	70.5
Minority enrollment								
Less than 20%	87.3	79.0	25.7	32.6	57.7	37.7	97.6	75.9
20% or more	74.2	80.0	31.6	—	48.7	35.1	94.8	72.2
School size								
Less than 150	74.9	67.7	37.9	—	66.0	44.1	95.4	59.2
150 to 499	88.3	86.3	18.6	—	45.1	32.8	98.0	87.2
500 to 749	100.0	89.3	9.7	—	41.3	—	97.7	89.7
750 or more	100.0	91.1	20.6	—	46.3	—	98.9	90.3
Rural/small town	92.9	71.7	29.0	35.8	70.0	29.7	95.3	70.2
School level								
Secondary	92.7	86.2	27.2	—	45.8	44.5	95.7	84.0
Combined	93.0	67.4	29.5	—	76.1	27.0	95.2	66.1
Minority enrollment								
Less than 20%	95.1	68.9	27.5	27.0	70.0	30.3	95.8	69.3
20% or more	83.9	87.5	35.4	—	69.9	—	92.6	75.1
School size								
Less than 150	91.2	64.6	32.9	—	78.4	27.0	94.5	61.7
150 to 499	97.0	82.0	20.2	—	53.4	37.2	96.4	83.4
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Students can be enrolled in more than one program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table 2.8—Number of students per full-time-equivalent (FTE) teacher and average school size, by sector: 1987–88 and 1990–91

	Students/ FTE teacher	Average school size
1987–88		
Total	17.1	428
Public	17.5	508
Private	15.8	195
1990–91		
Total	16.5	428
Public	16.7	502
Private	16.1	189

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (School Questionnaire).

Race–ethnicity of Students

Overall, the percentage of minority students in our nation's schools increased from 28 percent to 30 percent between 1987–88 and 1990–91 (table 2.9). Both public and private schools experienced increases. Considering the racial–ethnic groups individually, the increase was statistically significant only for Hispanics in the public schools, and for no group in the private schools.

Table 2.9—Percentage distribution of students by racial–ethnic background and percent minority students, by sector: 1987–88 and 1990–91

	Native American	Asian/Pacific Islander	Black non-Hisp.	Hispanic	White non-Hisp.	Minority (nonwhite)
1987–88						
Total	1.0	2.6	15.3	9.1	72.0	28.0
Public	1.1	2.5	16.3	9.4	70.7	29.3
Private	0.5	3.2	8.1	7.1	81.1	18.9
1990–91						
Total	1.2	3.0	15.3	10.8	69.6	30.4
Public	1.3	2.9	16.1	11.1	68.6	31.4
Private	0.6	4.1	8.3	8.6	78.3	21.7

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (School Questionnaire).

School and District Programs and Services

The availability of various programs and services changed somewhat between 1987–88 and 1990–91 (table 2.10). Increases were registered for ESL (28 percent of all schools in 1987–88 to 34 percent in 1990–91), diagnostic and prescriptive services (65 percent of all schools to 72 percent), and Chapter 1 services in public schools (60 percent to 67 percent). There was a small increase in the percentage of all schools providing programs for gifted and talented students (from 62 percent to 64 percent). The percentage of schools providing services for handicapped students declined slightly from 72 percent to 70 percent overall.

College Plans

In 1987–88, across all schools, an average of 55 percent of 12th graders applied to college (table 2.11). By 1990–91, the average had increased to 59 percent. The increase was statistically significant in public schools, but not in private schools. In both years, the college application rate was higher in private schools than public schools.

Table 2.10—Percentage of schools in which various programs and services were available to students, by sector: 1987–88 and 1990–91

	Remedial	Gifted & talented	Bi-lingual	ESL	Handi-capped	Diag./prescr.	Free/red. price lunch	Chapter 1 services
1987–88								
Total	76.7	61.8	16.6	28.0	72.4	64.8	78.1	(*)
Public	82.5	72.5	20.0	34.4	90.5	72.6	96.1	59.7
Private	59.4	30.5	6.7	9.5	19.4	42.0	25.4	(*)
1990–91								
Total	76.8	64.2	15.6	34.3	69.6	71.5	(*)	56.6
Public	83.0	74.9	18.8	40.8	85.7	80.4	95.5	66.5
Private	57.0	29.5	5.3	13.2	17.4	42.8	(*)	24.6

*The private school questionnaire did not ask about the availability of Chapter 1 services in 1987–88 or the free or reduced free lunch program in 1990–91.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (School Questionnaire).

Table 2.11—Average percentage of 12th graders who applied to college, by sector: 1987–88 and 1990–91

	Average percent
1987–88	
Total	55.0
Public	48.3
Private	73.4
1990–91	
Total	59.3
Public	53.2
Private	75.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (School Questionnaire).

CHAPTER 3 • THE WORK FORCE

The Schools and Staffing Survey (SASS) provides basic information on teachers and principals in public and private elementary and secondary schools. Data on the composition of the school work force are an essential element of SASS. This chapter describes the composition of the school work force and the demographic characteristics and qualifications of teachers and principals. It concludes with a summary of changes in the work force between 1987–88 and 1990–91.

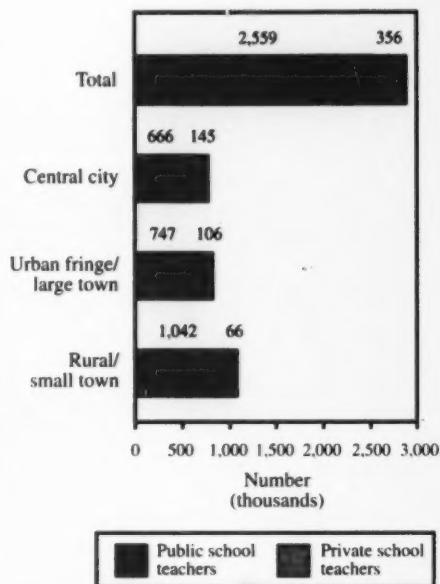
COMPOSITION OF THE SCHOOL WORK FORCE

School teachers and principals constitute a sizable work force. In 1990–91, there were approximately 2,900,000 teachers and 103,000 principals in public and private elementary and secondary schools in the United States (expressed in headcounts, including full- and part-time employees) (table 3.1).

There were 2,559,000 public and 356,000 private school teachers (figure 3.1). Counting both public and private school teachers, there were nearly 811,000 teachers in central cities, about 853,000 teachers in urban fringe/large towns, and about 1,109,000 teachers in rural/small towns. Of the 79,000 public school and 24,000 private school principals, approximately 26,000 were in central city schools; 27,000 were in urban fringe/large town schools; and 45,000 were in rural/small town schools.

In 1990–91, in addition to teachers and principals, other school staff included the following (expressed in headcounts, including full- and part-time employees): 59,000 assistant principals, 106,000 guidance counselors, 8,800 vocational counselors, 83,000 librarians and media specialists, 62,000 library and media aides, 454,000 teacher aides, 148,000 other professional staff, and 982,000 other noninstructional staff (table 3.2).

Figure 3.1—Number of public and private school teachers, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Public schools had larger proportions of principals, guidance counselors, librarians and media specialists, and teacher aides who worked full time in their positions than did private schools (table 3.3). For example, in 1990–91, while 91 percent of public school principals worked full time as principals, in private schools only 84 percent did so. Seventy-three percent of public school guidance counselors worked full time in those positions, compared with 55 percent of private school guidance counselors.

The staffing differences between public and private schools may reflect differences in resource availability or in the way schools in different situations need

Table 3.1—Number of teachers and principals, by selected school characteristics: 1990-91

	Total		Public		Private	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
TOTAL	2,915,774	102,771	2,559,488	78,890	356,286	23,881
Central city	810,925	26,089	665,565	17,786	145,360	8,304
School level						
Elementary	502,038	19,008	432,023	13,601	70,015	5,407
Secondary	250,188	4,680	214,778	3,510	35,410	1,170
Combined	58,699	2,402	18,764	675	39,935	1,726
Minority enrollment						
Less than 20%	250,555	9,241	157,264	4,506	93,291	4,734
20% or more	560,370	16,849	508,301	13,279	52,070	3,569
School size						
Less than 150	34,664	4,142	10,191	874	24,473	3,269
150 to 499	242,349	11,134	167,253	7,051	75,096	4,083
500 to 749	203,920	5,764	180,020	5,124	23,900	641
750 or more	329,992	5,048	308,101	4,737	21,891	311
Urban fringe/large town	853,221	26,976	747,046	20,040	106,176	6,936
School level						
Elementary	506,325	19,573	452,570	15,017	53,756	4,556
Secondary	288,967	5,004	273,248	4,423	15,719	581
Combined	57,929	2,399	21,228	600	136,701	1,799
Minority enrollment						
Less than 20%	492,241	15,949	416,161	11,049	76,080	4,900
20% or more	360,980	11,028	330,885	8,991	30,095	2,036
School size						
Less than 150	33,031	4,141	7,950	896	25,081	3,245
150 to 499	280,635	12,008	219,309	8,770	61,326	3,238
500 to 749	209,771	6,006	199,779	5,725	9,992	281
750 or more	329,785	4,821	320,008	4,649	9,777	172
Rural/small town	1,109,042	45,475	1,042,440	38,953	66,603	6,522
School level						
Elementary	635,796	29,382	605,189	25,489	30,607	3,893
Secondary	381,531	11,337	372,666	10,848	8,865	489
Combined	91,716	4,756	64,585	2,615	27,131	2,141
Minority enrollment						
Less than 20%	800,406	34,074	742,335	28,723	58,070	5,351
20% or more	308,637	11,401	300,105	10,230	8,532	1,171
School size						
Less than 150	100,055	11,548	73,466	6,956	26,589	4,593
150 to 499	509,545	22,973	474,525	21,173	35,020	1,800
500 to 749	275,972	7,248	271,851	7,135	4,121	—
750 or more	223,471	3,705	222,599	3,689	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression. Numbers are headcounts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

to allocate nonteaching positions. For instance, among guidance counselors, differences could also be found by community type and school level. Whereas 95 percent of public secondary school guidance counselors in central cities worked full time in their positions, 76 percent of their private school counterparts did so. Among urban fringe/large town secondary schools, 93 percent of public guidance counselors worked full time in their positions, as opposed to 63 percent of those working in private schools. The proportions of rural/small town secondary guidance counselors who worked full time in their positions were 82 percent in the public sector and 49 percent in the private.

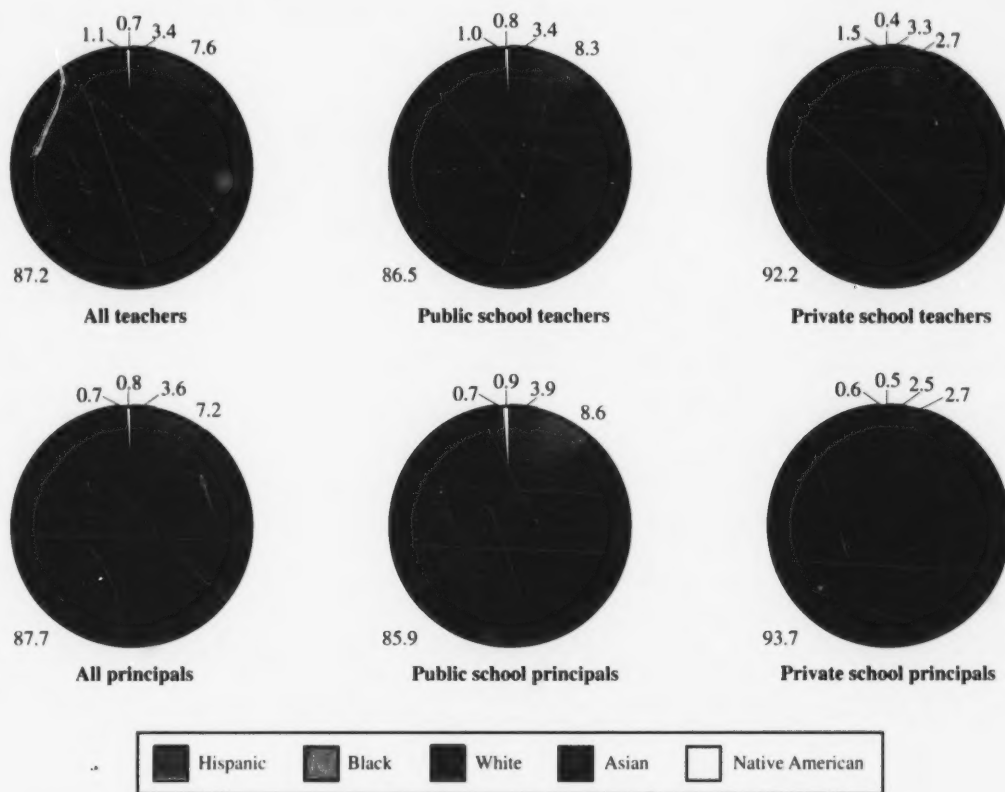
DEMOGRAPHIC CHARACTERISTICS OF TEACHERS AND PRINCIPALS

In 1990–91, the majority of teachers in U.S. schools were female (73 percent) and white (87 percent) (table 3.4).¹³ Overall, 13 percent of teachers were minority, with black teachers representing 8 percent of the teacher work force (figure 3.2). Among principals, the majority were male (65 percent) and white (88 percent) (table 3.5).¹⁴

¹³Appendix tables A9 and A10 show comparable data for public schools by state and for private schools by typology.

¹⁴Appendix tables A11 and A12 show comparable data for public schools by state and for private schools by typology.

Figure 3.2—Percentage distribution of all school teachers and principals and public and private school teachers and principals by race-ethnicity: 1990–91



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher and Administrator Questionnaires).

Table 3.2—Number of elementary and secondary school employees,* by employee type and selected school characteristics: 1990-91

	Assistant principals	Guidance counselors	Voc. counsel.	Librarians /media prof.	Other prof. staff	Teacher aides	Library /media aides	Other non-instr. staff
TOTAL	59,351	105,962	8,784	83,278	148,408	454,352	62,090	981,801
PUBLIC	48,238	94,758	6,906	70,755	121,625	414,566	54,144	873,071
Central city	17,312	27,304	1,838	16,973	38,527	137,401	12,219	245,860
School level								
Elementary	8,491	14,022	274	12,061	27,734	104,725	8,878	158,204
Secondary	8,255	12,326	1,229	4,490	8,649	22,569	3,137	80,948
Combined	566	955	334	422	2,143	10,106	204	6,707
Minority enrollment								
Less than 20%	2,841	5,861	322	4,261	8,126	23,654	3,478	50,639
20% or more	14,471	21,443	1,516	12,712	30,401	113,748	8,741	195,221
School size								
Less than 150	520	683	204	322	1,751	6,155	256	4,173
150 to 499	2,208	6,498	246	5,789	13,942	44,645	3,755	64,015
500 to 749	3,993	5,591	232	4,787	10,229	40,072	3,577	65,353
750 or more	10,591	14,532	1,156	6,075	12,605	46,529	4,630	112,319
Urban fringe/large town	15,155	27,900	1,877	19,785	41,284	118,667	16,713	258,327
School level								
Elementary	6,227	12,373	146	13,588	29,273	90,992	11,860	148,942
Secondary	8,477	14,764	1,379	5,853	10,547	21,737	4,603	104,176
Combined	450	763	352	345	1,464	5,938	250	5,210
Minority enrollment								
Less than 20%	7,543	15,787	748	11,588	22,662	52,292	9,364	139,465
20% or more	7,612	12,113	1,129	8,197	18,622	66,375	7,349	118,862
School size								
Less than 150	181	551	236	172	1,430	4,973	91	3,330
150 to 499	1,772	6,193	489	7,449	16,988	39,420	5,646	68,978
500 to 749	3,849	6,284	205	5,676	11,096	36,715	4,817	66,972
750 or more	9,352	14,872	947	6,488	11,771	37,559	6,158	119,047
Rural/small town	15,772	39,554	3,192	33,997	41,815	158,498	25,212	368,884
School level								
Elementary	6,334	19,302	412	20,996	26,679	122,438	16,450	207,380
Secondary	8,488	17,568	2,272	10,632	11,567	22,106	7,179	133,454
Combined	950	2,685	508	2,369	3,569	13,954	1,583	28,050
Minority enrollment								
Less than 20%	9,487	28,281	1,896	24,214	31,388	96,549	18,912	258,754
20% or more	6,284	11,273	1,296	9,783	10,427	61,949	6,300	110,131
School size								
Less than 150	395	3,426	495	3,616	4,994	12,326	2,290	26,347
150 to 499	4,068	17,863	1,160	18,228	20,568	76,805	13,259	173,164
500 to 749	4,968	8,968	816	7,364	10,041	42,912	5,666	88,474
750 or more	6,341	9,297	720	4,788	6,213	26,455	3,997	80,899

**Table 3.2—Number of elementary and secondary school employees,* by employee type and selected school characteristics:
1990-91—Continued**

	Assistant principals	Guidance counselors	Voc. counsel.	Librarians /media prof.	Other prof. staff	Teacher aides	Library /media aides	Other non-instr. staff
PRIVATE	11,113	11,204	1,878	12,523	26,783	39,786	7,947	108,730
Central city	5,336	5,270	610	5,758	12,233	15,899	3,204	46,054
School level								
Elementary	2,303	1,167	110	2,890	4,692	9,555	1,912	20,327
Secondary	1,529	2,605	245	1,400	2,844	957	661	12,654
Combined	1,503	1,498	256	1,468	4,697	5,386	631	13,073
Minority enrollment								
Less than 20%	2,968	2,918	340	3,441	6,881	7,840	1,864	27,105
20% or more	2,368	2,352	271	2,317	5,352	8,059	1,340	18,948
School size								
Less than 150	1,338	1,150	316	835	3,635	6,204	560	8,607
150 to 499	2,528	2,010	174	3,335	5,879	7,352	1,776	22,483
500 to 749	777	999	54	833	1,146	1,540	493	7,447
750 or more	692	1,110	66	754	1,572	802	375	7,517
Urban fringe/large town	3,625	3,698	843	4,074	9,125	14,767	3,028	35,083
School level								
Elementary	1,536	645	55	2,104	3,132	8,719	2,181	14,978
Secondary	822	1,214	148	754	1,469	351	317	7,053
Combined	1,267	1,838	641	1,217	4,525	5,696	531	13,052
Minority enrollment								
Less than 20%	2,389	2,447	603	3,016	5,981	9,002	2,177	24,761
20% or more	1,236	1,250	240	1,058	3,144	5,765	851	10,322
School size								
Less than 150	1,226	1,234	428	616	3,646	8,034	490	9,658
150 to 499	1,605	1,544	364	2,677	4,205	5,663	2,105	17,449
500 to 749	453	453	17	431	667	537	277	4,367
750 or more	341	466	35	351	608	532	156	3,610
Rural/small town	2,152	2,236	424	2,691	5,424	9,120	1,714	27,593
School level								
Elementary	869	589	—	1,028	1,784	4,607	1,081	10,157
Secondary	397	700	92	594	1,431	1,988	258	9,697
Combined	886	947	330	1,069	2,209	2,525	375	7,740
Minority enrollment								
Less than 20%	1,585	1,767	268	2,193	4,126	5,978	1,427	20,466
20% or more	568	470	156	498	1,298	3,143	287	7,127
School size								
Less than 150	1,323	1,153	350	970	2,894	6,378	693	11,376
150 to 499	682	926	59	1,493	2,266	2,181	858	13,259
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Includes full- and part-time employees.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Table 3.3—Percentage of different types of school employees who were full time, by selected school characteristics: 1990–91

	Principals	Assist. principals	Guidance counselors	Voc. counsel.	Librarians /media prof.	Other prof. staff	Teacher aides	Library /media aides	Other non-instr. staff
TOTAL	89.2	82.7	71.1	61.8	72.9	52.7	72.9	60.7	81.3
PUBLIC	90.9	86.8	73.0	64.6	74.5	48.6	73.9	64.9	82.2
Central city	96.3	90.4	80.4	76.3	82.0	52.0	73.6	66.4	84.0
School level									
Elementary	96.0	84.1	68.4	53.0	76.7	45.3	69.8	59.1	80.4
Secondary	98.4	97.2	94.8	83.2	96.1	69.0	83.1	86.5	91.0
Combined	91.7	84.7	71.1	70.0	81.3	70.1	92.0	77.2	84.8
Minority enrollment									
Less than 20%	95.2	86.3	73.1	85.3	78.0	37.2	66.8	60.3	78.1
20% or more	96.7	91.2	82.4	74.4	83.3	55.9	75.0	68.9	85.6
School size									
Less than 150	63.2	55.3	52.4	68.4	42.6	58.3	88.9	52.2	72.3
150 to 499	96.9	74.9	57.5	64.9	69.9	37.5	73.6	53.2	77.6
500 to 749	98.6	85.2	76.0	88.7	83.3	50.8	75.8	57.5	81.1
750 or more	99.2	97.3	93.7	77.6	94.5	68.1	69.7	84.9	89.8
Urban fringe/large town	98.1	88.8	77.9	65.7	79.6	49.6	68.3	64.4	79.7
School level									
Elementary	98.4	79.4	60.9	25.0	73.1	40.7	64.1	55.9	74.4
Secondary	98.4	96.1	92.9	78.7	93.8	72.0	78.4	85.4	86.9
Combined	86.9	80.3	62.5	31.5	94.9	64.4	94.6	82.2	86.8
Minority enrollment									
Less than 20%	98.2	87.4	76.7	68.1	77.9	48.8	67.9	65.1	78.4
20% or more	97.9	90.2	79.5	64.0	81.9	50.5	68.6	63.5	81.2
School size									
Less than 150	83.7	71.5	28.8	67.4	50.8	47.9	93.5	57.9	81.3
150 to 499	98.2	69.8	50.9	35.6	67.2	40.5	66.1	56.3	71.5
500 to 749	99.3	79.5	71.4	55.2	83.3	42.8	63.4	64.7	76.9
750 or more	99.0	96.5	93.7	83.0	91.3	69.2	72.0	71.8	85.9
Rural/small town	84.7	81.0	64.4	57.2	67.9	44.6	78.4	64.5	82.8
School level									
Elementary	81.9	72.6	48.4	31.7	60.8	36.9	76.6	60.5	80.0
Secondary	91.0	87.8	82.3	64.2	81.0	57.6	84.8	73.2	86.4
Combined	85.4	75.3	62.8	46.9	72.1	60.3	83.3	67.3	86.7
Minority enrollment									
Less than 20%	82.8	78.8	62.5	53.5	64.2	42.4	73.6	61.5	80.2
20% or more	89.9	84.2	69.2	62.7	77.0	51.4	85.7	73.7	89.1
School size									
Less than 150	51.8	14.8	22.0	26.0	24.1	26.6	52.5	34.6	64.2
150 to 499	87.7	63.1	50.8	51.7	62.5	37.3	77.3	59.1	80.7
500 to 749	96.6	82.7	77.5	59.0	85.2	51.2	81.2	71.9	85.4
750 or more	99.4	95.2	93.7	85.5	95.1	72.9	88.9	89.4	90.6

Table 3.3—Percentage of different types of school employees who were full time, by selected school characteristics: 1990–91—Continued

	Principals	Assist. principals	Guidance counselors	Voc. counsel.	Librarians /media prof.	Other prof. staff	Teacher aides	Library /media aides	Other non-instr. staff
PRIVATE	83.8	64.8	54.9	51.8	63.8	71.2	62.3	32.0	74.0
Central city	88.9	70.6	60.7	48.0	65.9	72.5	64.5	33.6	77.0
School level									
Elementary	89.6	63.0	25.4	—	56.6	58.3	57.2	27.4	69.1
Secondary	93.6	73.2	75.6	42.8	79.3	77.4	83.1	48.3	82.7
Combined	84.8	79.6	62.3	65.8	71.3	83.8	74.0	37.2	83.6
Minority enrollment									
Less than 20%	87.7	65.5	57.9	38.1	64.8	71.7	54.0	31.1	75.0
20% or more	90.4	77.0	64.2	60.5	67.5	73.6	74.6	37.2	79.7
School size									
Less than 150	78.8	67.7	51.3	53.9	53.4	68.5	72.6	19.2	73.4
150 to 499	94.9	65.9	49.9	45.1	59.1	68.7	55.4	29.0	71.4
500 to 749	93.0	81.0	65.8	40.5	83.8	87.6	73.7	45.7	84.7
750 or more	99.0	81.8	85.4	33.9	89.8	85.4	66.6	61.0	90.0
Urban fringe/large town	83.7	64.2	58.7	65.3	64.3	72.7	58.3	31.3	72.0
School level									
Elementary	85.3	56.6	14.7	—	53.3	65.8	53.0	28.3	61.1
Secondary	85.5	72.4	63.3	42.4	79.6	78.3	91.9	46.9	82.0
Combined	79.8	68.0	71.1	70.9	73.8	75.6	64.4	34.7	79.1
Minority enrollment									
Less than 20%	80.8	59.1	56.1	61.5	60.4	65.3	46.6	28.2	68.3
20% or more	90.4	73.9	63.8	74.9	75.3	86.6	76.7	39.5	80.9
School size									
Less than 150	72.2	56.9	59.6	66.8	54.1	71.7	61.1	26.3	67.0
150 to 499	92.2	56.1	51.4	63.8	60.4	69.7	53.7	30.1	67.7
500 to 749	96.8	94.5	66.5	—	86.5	85.8	70.6	47.0	88.2
750 or more	98.7	87.9	72.8	90.6	84.0	84.2	53.6	35.3	86.6
Rural/small town	77.3	51.7	34.7	30.4	58.6	65.9	65.1	30.1	71.5
School level									
Elementary	70.8	40.9	17.0	0.0	52.4	35.8	53.5	23.7	55.5
Secondary	95.8	64.5	49.2	35.2	75.9	80.8	98.6	47.7	86.3
Combined	83.8	56.5	35.1	29.2	54.8	80.5	60.0	36.4	74.1
Minority enrollment									
Less than 20%	76.2	50.6	34.9	24.3	55.5	63.2	56.3	25.1	70.0
20% or more	82.0	54.8	34.1	40.8	71.8	74.3	81.9	55.0	76.0
School size									
Less than 150	71.4	45.5	21.3	29.1	49.6	61.9	65.8	21.1	59.1
150 to 499	90.6	55.2	48.3	24.0	60.4	68.8	57.9	26.0	77.3
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table 3.4—Percentage distribution of teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	27.5	72.5	87.2	7.6	3.4	0.7	1.1	12.8	41.4
PUBLIC	28.1	71.9	86.5	8.3	3.4	0.8	1.0	13.5	41.6
Central city	26.6	73.4	75.1	16.1	6.6	0.4	1.8	24.9	42.3
School level									
Elementary	16.5	83.5	72.6	17.8	7.3	0.4	1.9	27.4	41.7
Secondary	46.3	53.7	79.8	12.7	5.5	0.6	1.5	20.2	43.5
Combined	31.3	68.7	77.9	17.0	3.0	0.5	1.6	22.1	42.0
Minority enrollment									
Less than 20%	29.1	70.9	94.0	3.7	1.3	0.6	0.5	6.0	42.0
20% or more	25.8	74.2	69.2	20.0	8.2	0.4	2.2	30.8	42.4
School size									
Less than 150	20.3	79.7	82.6	12.6	2.8	—	0.9	17.4	40.8
150 to 499	17.3	82.7	74.8	19.1	3.9	0.5	1.7	25.2	41.5
500 to 749	20.9	79.1	72.4	18.4	7.1	0.4	1.6	27.6	42.1
750 or more	35.1	64.9	76.5	13.3	7.8	0.4	1.9	23.5	42.8
Urban fringe/large town	28.7	71.3	89.2	6.2	2.7	0.6	1.3	10.8	42.2
School level									
Elementary	16.6	83.4	88.9	6.3	2.7	0.7	1.4	11.1	41.8
Secondary	47.8	52.2	90.6	4.9	2.7	0.5	1.2	9.4	43.1
Combined	40.5	59.5	76.0	22.6	1.1	—	0.3	24.0	41.4
Minority enrollment									
Less than 20%	30.2	69.8	96.2	1.7	0.9	0.8	0.4	3.8	42.5
20% or more	26.8	73.2	80.3	12.0	4.9	0.4	2.5	19.7	41.9
School size									
Less than 150	26.4	73.6	91.9	3.2	0.5	—	—	8.1	40.1
150 to 499	20.0	80.0	89.5	7.3	1.6	0.7	1.0	10.5	42.6
500 to 749	21.7	78.3	88.2	6.7	3.4	0.6	1.0	11.8	41.5
750 or more	39.0	61.0	89.4	5.4	3.0	0.4	1.7	10.6	42.5
Rural/small town	28.7	71.3	92.3	4.5	1.8	1.1	0.3	7.7	40.6
School level									
Elementary	17.1	82.9	92.1	4.7	1.7	1.2	0.3	7.9	40.6
Secondary	46.3	53.7	92.7	4.1	1.8	1.0	0.3	7.3	40.8
Combined	34.6	65.4	91.1	5.2	1.9	1.2	0.6	8.9	39.7
Minority enrollment									
Less than 20%	30.0	70.0	97.3	1.1	0.7	0.8	0.2	2.7	40.6
20% or more	25.4	74.6	79.9	13.0	4.3	1.9	0.8	20.1	40.5
School size									
Less than 150	30.7	69.3	94.9	1.1	2.4	1.5	0.1	5.1	39.4
150 to 499	26.1	73.9	93.2	3.8	1.6	1.2	0.2	6.8	40.6
500 to 749	26.9	73.1	91.3	5.3	1.7	1.2	0.5	8.7	40.7
750 or more	35.6	64.4	90.5	6.1	2.1	0.7	0.5	9.5	40.8

Table 3.4—Percentage distribution of teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1990-91—Continued

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
PRIVATE	22.9	77.1	92.2	2.7	3.3	0.4	1.5	7.8	40.3
Central city	24.1	75.9	90.5	3.9	3.5	0.4	1.6	9.5	40.3
School level									
Elementary	12.5	87.5	88.8	5.4	3.2	0.5	2.2	11.2	40.1
Secondary	43.9	56.1	91.4	2.0	4.9	0.6	1.1	8.6	42.5
Combined	26.9	73.1	92.7	3.1	2.8	0.3	1.1	7.3	38.7
Minority enrollment									
Less than 20%	23.2	76.8	96.1	1.4	1.4	0.3	0.7	3.9	40.6
20% or more	25.8	74.2	80.5	8.4	7.2	0.6	3.4	19.5	39.9
School size									
Less than 150	22.8	77.2	86.2	6.5	4.9	0.5	2.0	13.8	38.9
150 to 499	18.6	81.4	91.1	3.7	3.1	0.5	1.7	8.9	40.4
500 to 749	29.3	70.7	91.9	2.8	3.9	0.4	1.0	8.1	40.9
750 or more	39.0	61.0	92.0	3.2	2.8	—	1.6	8.0	41.2
Urban fringe/large town	20.7	79.3	92.4	2.0	3.3	0.4	1.9	7.6	40.4
School level									
Elementary	10.7	89.3	92.2	2.6	3.8	—	1.2	7.8	40.9
Secondary	44.5	55.5	95.1	1.6	1.7	—	1.3	4.9	41.6
Combined	25.1	74.9	91.6	1.3	3.3	0.6	3.3	8.4	39.3
Minority enrollment									
Less than 20%	20.0	80.0	96.5	0.4	2.4	0.4	0.3	3.5	40.2
20% or more	22.3	77.7	82.0	6.2	5.6	0.3	6.0	18.0	41.0
School size									
Less than 150	19.6	80.4	91.3	3.5	3.3	0.3	1.6	8.7	38.6
150 to 499	19.2	80.8	92.3	1.4	3.8	0.2	2.2	7.7	40.5
500 to 749	20.0	80.0	93.8	3.5	1.3	0.0	1.4	6.2	41.8
750 or more	33.6	66.4	94.4	—	—	—	1.4	5.6	42.9
Rural/small town	24.2	75.8	95.7	1.1	2.5	0.4	0.3	4.3	39.5
School level									
Elementary	10.3	89.7	94.4	1.6	3.2	0.3	0.5	5.6	39.3
Secondary	61.0	39.0	94.3	0.6	4.7	—	—	5.7	40.9
Combined	27.8	72.2	97.6	0.8	0.9	—	—	2.4	39.3
Minority enrollment									
Less than 20%	23.4	76.6	96.9	0.6	1.9	0.3	0.2	3.1	39.2
20% or more	29.2	70.8	87.3	4.9	6.1	0.8	0.9	12.7	41.5
School size									
Less than 150	21.9	78.1	95.7	0.9	3.0	0.2	0.2	4.3	38.1
150 to 499	25.0	75.0	96.0	1.3	1.8	0.5	0.4	4.0	40.2
500 to 749	31.6	68.4	92.8	—	4.5	—	0.0	7.2	43.0
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table 3.5—Percentage distribution of principals by sex and race-ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	65.1	34.9	87.7	7.2	3.6	0.8	0.7	12.3	47.0
PUBLIC	70.0	30.0	85.9	8.6	3.9	0.9	0.7	14.1	47.2
Central city	58.7	41.3	70.0	20.2	7.8	0.3	1.7	30.0	48.4
School level									
Elementary	53.2	46.8	68.6	20.9	8.3	0.3	1.9	31.4	48.4
Secondary	79.2	20.8	73.8	18.5	6.5	—	1.1	26.2	48.7
Combined	62.2	37.8	79.4	14.1	6.3	0.0	—	20.6	47.7
Minority enrollment									
Less than 20%	66.9	33.1	95.8	2.5	0.9	—	—	4.2	48.3
20% or more	55.9	44.1	61.3	26.2	10.2	0.2	2.1	38.7	48.4
School size									
Less than 150	48.3	51.7	82.5	7.2	10.3	0.0	0.0	17.5	48.0
150 to 499	54.5	45.5	70.9	22.7	4.8	—	1.1	29.1	48.5
500 to 749	58.3	41.7	66.8	20.4	10.0	—	2.7	33.2	48.1
750 or more	67.3	32.7	69.9	18.7	9.6	—	1.7	30.1	48.7
Urban fringe/large town	65.9	34.1	86.8	8.1	3.6	0.6	0.8	13.2	48.0
School level									
Elementary	60.6	39.4	86.4	8.6	3.8	0.2	0.9	13.6	48.0
Secondary	85.1	14.9	88.1	6.2	3.3	1.7	0.7	11.9	48.5
Combined	57.3	42.7	86.1	8.6	—	—	—	13.9	45.9
Minority enrollment									
Less than 20%	70.0	30.0	96.2	1.9	1.3	0.4	0.2	3.8	47.9
20% or more	60.8	39.2	75.3	15.7	6.5	1.0	1.5	24.7	48.2
School size									
Less than 150	58.3	41.7	88.0	2.3	—	8.7	—	12.0	47.2
150 to 499	60.9	39.1	86.7	9.3	3.5	0.2	0.3	13.3	48.3
500 to 749	67.0	33.0	86.9	7.9	3.0	0.5	1.6	13.1	48.2
750 or more	75.3	24.7	86.7	7.1	5.2	—	0.9	13.3	47.5
Rural/small town	78.0	22.0	93.3	3.2	2.2	1.2	0.2	6.7	46.3
School level									
Elementary	70.9	29.1	92.9	3.2	2.7	1.1	0.1	7.1	46.5
Secondary	93.6	6.4	94.2	2.8	1.1	1.6	0.2	5.8	46.0
Combined	82.0	18.0	92.6	4.8	1.9	—	0.4	7.4	45.8
Minority enrollment									
Less than 20%	78.1	21.9	98.0	0.5	0.7	0.7	0.1	2.0	46.2
20% or more	77.7	22.3	80.0	10.5	6.6	2.5	0.4	20.0	46.8
School size									
Less than 150	74.3	25.7	95.7	1.2	1.9	1.1	—	4.3	46.0
150 to 499	77.5	22.5	92.7	3.3	2.5	1.5	0.1	7.3	46.2
500 to 749	78.4	21.6	93.0	4.2	2.1	0.5	0.2	7.0	46.7
750 or more	87.3	12.7	92.7	4.2	1.6	0.9	0.6	7.3	47.1

Table 3.5—Percentage distribution of principals by sex and race-ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1990-91—Continued

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pac. Isl.		
PRIVATE	48.7	51.3	93.7	2.7	2.5	0.5	0.6	6.3	46.4
Central city	45.5	54.5	92.2	4.3	2.7	0.3	0.5	7.8	47.1
School level									
Elementary	34.4	65.6	93.1	4.1	1.8	—	0.6	6.9	47.9
Secondary	66.5	33.5	91.9	2.7	4.9	—	—	8.1	47.2
Combined	66.3	33.7	89.6	6.0	4.2	—	—	10.4	44.3
Minority enrollment									
Less than 20%	48.9	51.1	98.3	—	1.2	0.5	—	1.7	46.7
20% or more	41.1	58.9	84.2	10.0	4.8	0.0	1.0	15.8	47.6
School size									
Less than 150	49.3	50.7	86.9	8.8	3.3	0.0	1.1	13.1	44.7
150 to 499	39.8	60.2	96.2	1.5	1.7	—	0.0	3.8	48.5
500 to 749	52.9	47.1	94.0	—	5.5	—	0.0	6.0	48.9
750 or more	65.5	34.5	92.7	—	4.1	0.0	—	7.3	48.2
Urban fringe/large town	42.1	57.9	94.5	2.0	1.8	0.8	0.8	5.5	46.9
School level									
Elementary	27.8	72.2	93.0	2.8	2.4	1.2	0.6	7.0	47.4
Secondary	72.2	27.8	96.7	—	2.8	0.0	0.0	3.3	47.4
Combined	68.3	31.7	97.5	0.7	—	—	1.5	2.5	45.4
Minority enrollment									
Less than 20%	45.7	54.3	97.6	0.7	0.9	—	—	2.4	46.5
20% or more	33.4	66.6	87.1	5.3	4.1	1.1	2.4	12.9	47.9
School size									
Less than 150	47.4	52.6	93.6	3.4	1.6	0.4	1.1	6.4	45.5
150 to 499	34.3	65.7	95.2	1.0	2.2	1.1	0.6	4.8	47.8
500 to 749	55.6	44.4	99.4	0.0	0.0	0.0	—	—	51.8
750 or more	65.8	34.2	90.4	0.0	—	—	0.0	9.6	47.8
Rural/small town	59.2	40.8	96.1	1.0	2.1	—	—	3.9	44.6
School level									
Elementary	40.9	59.1	95.4	1.2	2.1	—	—	4.6	45.2
Secondary	77.9	22.1	90.7	—	8.8	0.0	0.0	9.3	46.6
Combined	88.3	11.7	98.8	0.7	—	0.0	0.0	1.2	43.0
Minority enrollment									
Less than 20%	61.7	38.3	98.1	—	0.7	—	—	1.9	44.7
20% or more	48.0	52.0	87.2	3.7	8.5	—	—	12.8	44.1
School size									
Less than 150	61.0	39.0	95.7	0.9	2.3	—	—	4.3	43.8
150 to 499	54.2	45.8	97.7	1.3	—	0.0	0.0	2.3	46.6
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Public and private schools had somewhat different teacher force profiles. Seventy-two percent of public school teachers were female, compared with 77 percent of private school teachers (table 3.4, figure 3.3). Although 14 percent of public school teachers were minority, this was true for 8 percent of private school teachers (figure 3.4). Across all three community types (central city, urban fringe/large town, and rural/small town), public schools had greater percentages of minority teachers than did private schools.

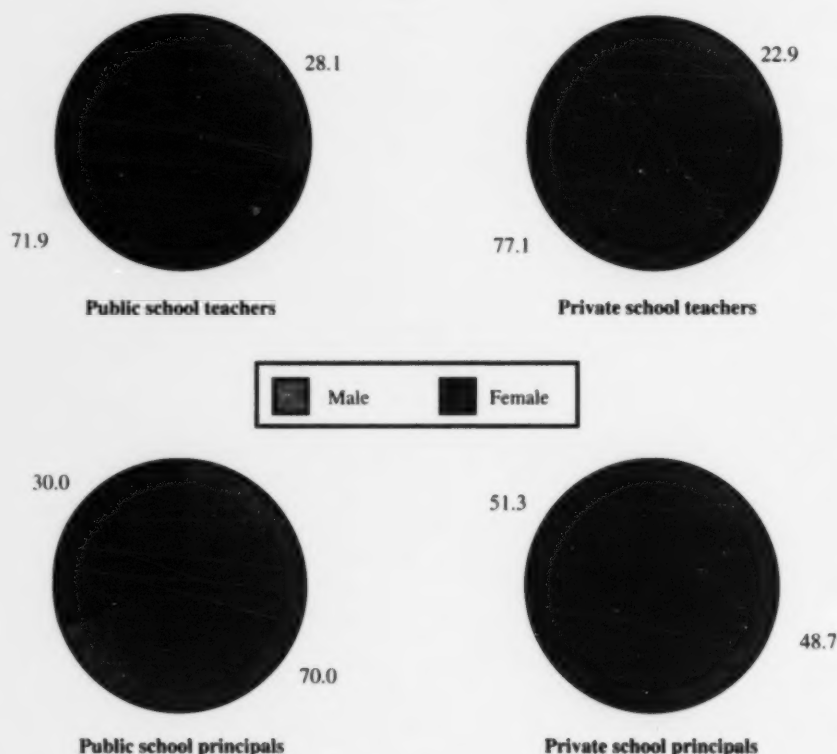
In addition, differences were apparent in the profiles of public and private school principals (table 3.5). In the public sector, the majority of principals were male (70 percent), while in the private sector the majority were female (51 percent) (figure 3.3).

Eighty-six percent of public school principals were white, compared with 94 percent of private school principals. Overall, 14 percent of public school and 6 percent of private school principals came from minority backgrounds. As with teachers, in all three community types, public schools were more likely to have minority principals than were private schools.

Public and private schools differed according to how minorities were represented in their teaching staffs (table 3.6).¹⁵ In 1990–91, 49 percent of all schools had no minority teachers, and 13 percent had 30 per-

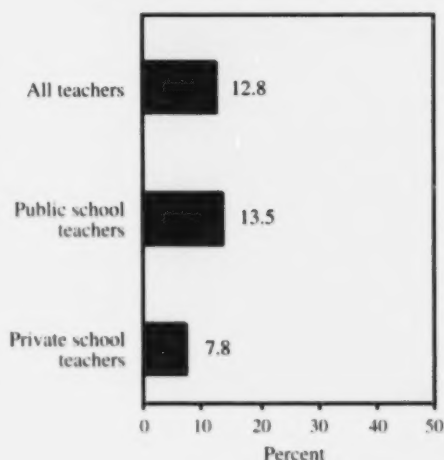
¹⁵Appendix tables A13 and A14 show comparable data for public schools by state and for private schools by typology.

Figure 3.3—Percentage distribution of public and private school teachers and principals by sex: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher and Administrator Questionnaires).

Figure 3.4—Percentage of teachers who were minority in all schools and public and private schools: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

cent or more (figure 3.5). Whereas 44 percent of public schools had no minority teachers, this pattern held in 66 percent of private schools. The average proportion of minority teachers in schools in 1990–91 was 12 percent in public schools, compared with 8 percent in private schools.

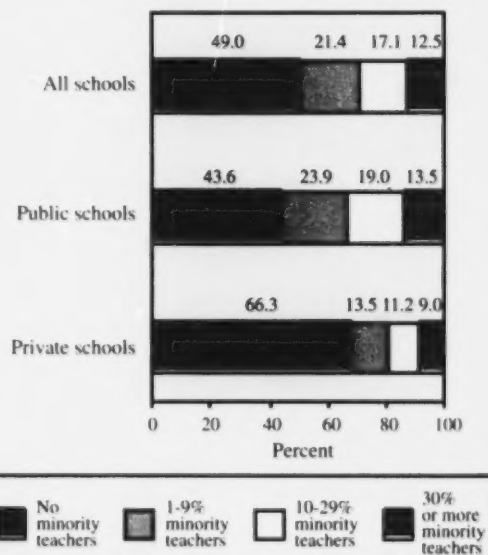
Fourteen percent of public schools and 6 percent of private schools had minority principals (table 3.6, figure 3.6). For each community type, a higher percentage of public than private schools had minority teachers. For example, 16 percent of public central city schools versus 54 percent of private central city schools had no minority teachers. Among urban fringe/large town schools, 34 percent in the public sector had no minority teachers, compared with 66 percent in the private sector. Moreover, 62 percent of rural/small town public schools had no minority teachers, in contrast with 82 percent of private schools. Among public and private schools of each community type with 20 percent or more minority student enrollment, private schools were more likely than public schools to have no minority teachers.

Public schools were more likely than private schools to have had minority principals in 1990–91. These differences were also evident across community types. Among central city schools, 30 percent of public schools had minority principals, as opposed to 8 percent of private schools. In urban fringe/large town schools, 13 percent of public schools had minority principals, compared with 6 percent of their private school counterparts. Further, among rural/small town schools, 7 percent of public schools and 4 percent of private schools had minority principals.

QUALIFICATIONS OF TEACHERS AND PRINCIPALS

Two measures of school staff qualifications are the extent of their academic preparation and their teaching experience. In 1990–91, among all teachers, 1 percent had less than a bachelor's degree, while 53

Figure 3.5—Percentage distribution of all schools and public and private schools, by percent minority teachers: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table 3.6—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1990-91

	Percent minority teachers				Average percent minority teachers	Percent with minority principals
	None	1-9%	10-29%	30%+		
TOTAL	49.0	21.4	17.1	12.5	11.5	12.3
PUBLIC	43.6	23.9	19.0	13.5	12.4	14.1
Central city	15.8	19.6	30.3	34.4	26.2	30.0
School level						
Elementary	16.2	17.6	29.9	36.3	27.4	31.4
Secondary	12.9	27.3	31.4	28.4	22.7	26.2
Combined	21.7	18.7	32.1	27.5	21.5	20.6
Minority enrollment						
Less than 20%	47.0	35.7	13.2	4.1	6.8	4.2
20% or more	5.5	14.3	35.9	44.3	32.6	38.7
School size						
Less than 150	47.7	9.0	22.9	20.3	15.7	17.5
150 to 499	22.3	18.2	30.2	29.3	23.4	29.1
500 to 749	11.4	20.1	29.5	39.0	29.9	33.2
750 or more	4.5	23.2	32.6	39.7	28.5	30.1
Urban fringe/large town	33.6	35.6	21.7	9.1	11.0	13.2
School level						
Elementary	35.4	33.3	22.2	9.1	11.2	13.6
Secondary	26.5	45.3	20.2	8.0	9.9	11.9
Combined	42.5	18.3	22.4	16.8	14.5	13.9
Minority enrollment						
Less than 20%	50.8	40.1	7.7	1.4	4.0	3.8
20% or more	12.2	29.9	39.1	18.7	19.8	24.7
School size						
Less than 150	58.6	3.9	30.9	6.6	8.4	12.0
150 to 499	42.9	28.6	19.3	9.2	10.8	13.3
500 to 749	29.9	41.9	19.5	8.7	10.9	13.1
750 or more	15.4	47.7	27.1	9.8	12.1	13.3
Rural/small town	61.7	19.8	12.3	6.2	6.8	6.7
School level						
Elementary	64.2	17.7	12.1	6.1	6.5	7.1
Secondary	57.2	24.7	12.2	6.0	6.7	5.8
Combined	56.1	20.3	15.3	8.2	9.8	7.4
Minority enrollment						
Less than 20%	77.4	17.4	4.0	1.2	2.3	2.0
20% or more	17.2	26.5	35.8	20.5	19.4	20.0
School size						
Less than 150	81.3	3.6	10.8	4.3	4.7	4.3
150 to 499	64.6	18.8	10.5	6.1	6.4	7.3
500 to 749	49.3	28.2	14.0	8.5	8.9	7.0
750 or more	28.5	42.5	22.8	6.2	9.0	7.3

Table 3.6—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1990-91—Continued

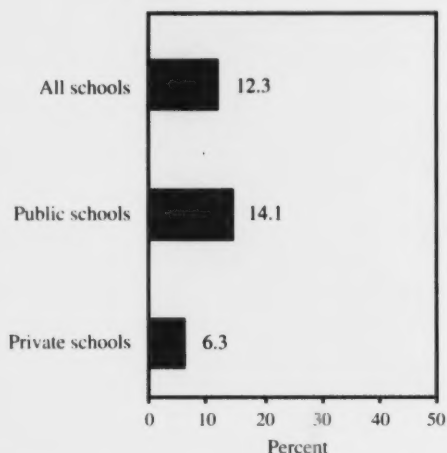
	Percent minority teachers				Average percent minority teachers	Percent with minority principals
	None	1-9%	10-29%	30%+		
PRIVATE	66.3	13.5	11.2	9.0	8.3	6.3
Central city	53.7	17.6	13.2	15.5	12.9	7.8
School level						
Elementary	58.4	12.9	12.7	16.0	13.0	6.9
Secondary	42.1	29.4	17.4	11.1	10.7	8.1
Combined	46.9	24.4	12.1	16.6	13.7	10.4
Minority enrollment						
Less than 20%	72.2	17.9	7.4	2.5	3.3	1.7
20% or more	29.5	17.3	20.8	32.3	25.3	15.8
School size						
Less than 150	58.1	5.1	14.8	22.0	17.1	13.1
150 to 499	53.8	23.0	11.8	11.3	10.0	3.8
500 to 749	43.7	29.3	14.9	12.1	10.4	6.0
750 or more	22.4	63.5	10.6	3.4	7.4	7.3
Urban fringe/large town	66.1	15.6	13.2	5.1	6.4	5.5
School level						
Elementary	70.3	11.4	12.7	5.6	6.8	7.0
Secondary	42.5	42.2	14.8	—	4.8	3.3
Combined	63.3	17.3	14.1	5.3	5.8	2.5
Minority enrollment						
Less than 20%	77.1	14.1	8.4	0.4	2.4	2.4
20% or more	40.0	19.2	24.6	16.2	15.8	12.9
School size						
Less than 150	71.9	4.8	16.3	7.0	7.3	6.4
150 to 499	64.5	21.6	10.5	3.4	5.6	4.8
500 to 749	38.3	45.9	11.7	4.1	6.1	—
750 or more	27.2	65.4	7.4	0.0	3.3	9.6
Rural/small town	82.2	6.1	6.6	5.0	4.7	3.9
School level						
Elementary	87.7	2.7	6.1	3.5	3.7	4.6
Secondary	46.0	26.7	16.1	11.3	12.1	9.3
Combined	79.6	8.3	5.6	6.5	5.1	1.2
Minority enrollment						
Less than 20%	89.2	6.6	3.6	0.6	1.4	1.9
20% or more	51.3	3.9	20.0	24.8	19.4	12.8
School size						
Less than 150	85.9	1.8	6.6	5.7	4.6	4.3
150 to 499	72.6	18.2	6.4	2.8	4.7	2.3
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Figure 3.6—Percentage of all schools and public and private schools with minority principals: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Administrator Questionnaires).

percent had earned an undergraduate degree as their highest degree. Forty-six percent had completed a higher degree (table 3.7, figure 3.7).¹⁶ Overall, teachers averaged 14.8 years of experience. Public school teachers were more likely than their private school counterparts to have earned an advanced degree, and, on average, public school teachers had more teaching experience than did private school teachers (15.1 years compared with 12.3 years). By community type, public school teachers in central cities, in urban fringe/large towns, and in rural/small town schools were more likely to have completed a degree beyond a bachelor's than were private school teachers. Conversely, across all three community types, private school teachers were more likely than public school teachers to have less than a bachelor's degree.

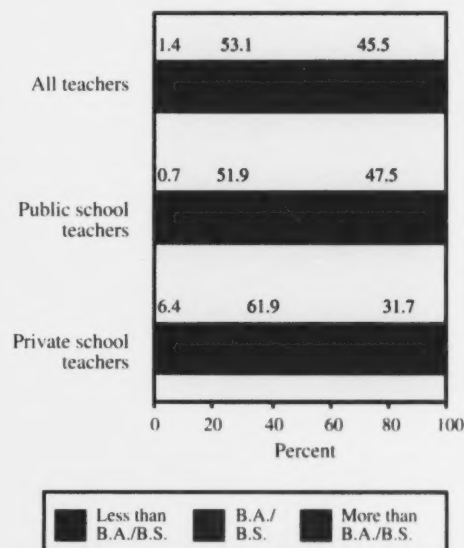
Among all principals, 9 percent had less than a master's degree; 58 percent had a master's degree as their highest degree earned; and 33 percent had completed further education. While 2 percent of public school principals had less than a master's degree, this

¹⁶Appendix tables A15 and A16 show comparable data for public schools by state and for private schools by typology.

was true for 34 percent of private school principals. Sixty-one percent of public school principals had master's degrees as their highest degree earned, compared with 47 percent of private school principals. The proportions for school principals with degrees higher than a master's were 38 percent for public school principals and 18 percent for their counterparts in private schools.

Increasingly, new teachers participate in formal induction programs during their first year of teaching (table 3.8). Overall, 48 percent of teachers with 3 or fewer years of experience had taken an induction program, compared with 28 percent of teachers with 4–9 years of experience, 15 percent of teachers with 10–19 years of experience, and 18 percent of teachers with 20 or more years of experience. New teachers in public schools (those with 3 years of experience or fewer) were more likely than new teachers in private schools to have participated in an induction program.

Figure 3.7—Percentage distribution of all teachers and public and private school teachers, by highest degree earned: 1990–91



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

Almost all public school teachers had either regular or advanced certification in their main assignment field (table 3.9).¹⁷ In contrast, just over one-half of all private school teachers held regular or advanced certification in their main assignment field, and just over one-third of private school teachers were not certified at all (table 3.10). There were also differences in certification types across kinds of private schools. Generally, the requirements for certification vary, and these differences are reflected in state-by-state comparisons.

CHANGES IN THE SCHOOL WORK FORCE: 1987-88 TO 1990-91

Demographic Characteristics of Teachers and Principals

The percentage of teachers who were minority increased slightly from 12 percent to 13 percent overall and from 13 percent to 14 percent in public schools between 1987-88 and 1990-91 (table 3.11). Overall, there was an increase in the percentage of teachers who were Hispanic and a decrease in the percentage who were Native American, but no statistically significant change in the percentage who were black or Asian/Pacific Islander.

The average teacher age increased by about 1 year overall and by the same amount in both public and private schools. The average teacher was about 40 years old in 1987-88 and about 41 years old in 1990-91.

The percentage of principals who were female increased from 31 percent in 1987-88 to 35 percent in 1990-91 (table 3.12). This overall increase was

due to an increase in the public schools (from 25 percent to 30 percent). In private schools, the percentage of principals who were female was about the same for both years (52 percent in 1987-88 and 51 percent in 1990-91).

As was the case with teachers, the percentage of principals who were minority increased slightly (table 3.12). In 1987-88, 11 percent were minority, compared with 12 percent in 1990-91. The increase was not statistically significant for any individual groups, however. Also as with teachers, the average age increased slightly overall and in both sectors

Qualifications of Teachers and Principals

The educational qualifications of teachers remained about the same in public schools, but declined slightly in private schools between 1987-88 and 1990-91 (table 3.13). The percentage of private school teachers with less than a bachelor's degree increased (from 4 percent to 6 percent), and the percentage with more than a bachelor's degree decreased (from 34 percent to 32 percent). In 1990-91, including both public and private school teachers, the average teacher had 14.8 years of experience, compared with 14.2 years in 1987-88.

Among principals, the percentage with a master's degree increased overall (53 percent to 58 percent) and in the public schools (53 percent to 61 percent) (table 3.13). The percentage of principals with more than a master's degree declined, however, from 38 percent to 33 percent overall, and from 44 percent to 38 percent in public schools. (The differences for private school principals were not statistically significant.)

¹⁷The data describing certification are presented by state rather than community type to avoid misleading comparisons. States determine certification requirements, and they require and offer different types of certification. For example, some states require a period of temporary or probationary certification for new teachers, while others do not. Similarly, some states offer advanced certification, while others do not. Therefore, larger percentages of teachers with advanced certification in a particular community type, for example, would not necessarily mean that teachers were more highly trained in this community type, but could mean simply that this community type was common in states that offered advanced certification.

Table 3.7—Percentage distribution of teachers and principals by highest degree earned, teachers' average years of teaching experience, percentage of principals who taught and their average years of teaching experience before becoming principals, by selected school characteristics: 1990-91

	Teachers				Principals			% taught before principal	Avg. years of tch. exp. before princ.
	Less than bachelor's	Bachelor's	More than bachelor's	Average years of tch. exp.	Less than master's	Master's	More than master's		
TOTAL	1.4	53.1	45.5	14.8	9.4	57.5	33.1	96.0	10.7
PUBLIC	0.7	51.9	47.5	15.1	1.8	60.5	37.6	98.7	10.6
Central city	0.7	50.2	49.2	15.2	0.6	60.3	39.1	98.6	11.0
School level									
Elementary	0.2	54.8	45.0	14.5	0.4	61.3	38.4	98.4	11.3
Secondary	1.5	41.7	56.9	16.7	1.0	58.2	40.8	99.1	10.2
Combined	1.8	40.6	57.6	14.5	—	52.1	45.4	98.2	10.3
Minority enrollment									
Less than 20%	1.1	50.8	48.1	15.5	0.6	61.4	38.0	99.0	10.0
20% or more	0.5	50.0	49.5	15.1	0.6	59.9	39.5	98.4	11.4
School size									
Less than 150	0.0	62.1	37.9	13.1	2.6	51.9	45.5	97.4	10.3
150 to 499	0.8	53.4	45.8	14.8	0.2	63.1	36.7	99.1	11.4
500 to 749	0.3	51.6	48.1	14.8	—	60.4	39.6	98.0	11.1
750 or more	0.9	47.2	52.0	15.7	1.3	57.7	41.0	98.5	10.6
Urban fringe/large town	0.6	46.2	53.2	16.0	1.1	60.6	38.2	99.2	10.7
School level									
Elementary	0.2	51.9	47.9	15.5	1.3	61.3	37.4	99.3	10.9
Secondary	1.3	37.3	61.4	16.9	0.3	58.8	40.9	99.1	10.2
Combined	0.8	38.5	60.7	14.7	—	56.6	39.8	97.3	9.4
Minority enrollment									
Less than 20%	0.4	43.3	56.3	16.5	0.6	60.6	38.8	99.2	10.7
20% or more	0.8	49.9	49.3	15.3	1.7	60.7	37.5	99.2	10.8
School size									
Less than 150	0.3	46.9	52.7	12.9	—	61.4	33.2	95.5	9.5
150 to 499	0.5	48.6	50.9	16.4	0.8	59.4	39.8	99.7	11.3
500 to 749	0.3	50.6	49.1	15.3	1.6	62.1	36.2	99.9	10.7
750 or more	0.9	41.8	57.4	16.2	0.3	61.0	38.7	98.2	10.0
Rural/small town	0.7	57.2	42.1	14.4	2.8	60.7	36.5	98.5	10.4
School level									
Elementary	0.2	59.0	40.8	14.3	2.9	60.0	37.1	98.4	10.5
Secondary	1.7	54.2	44.2	14.9	2.3	63.2	34.5	99.0	10.2
Combined	0.4	58.2	41.4	13.4	3.5	57.2	39.2	98.4	10.8
Minority enrollment									
Less than 20%	0.6	56.3	43.1	14.8	3.3	60.0	36.7	98.6	10.4
20% or more	1.1	59.5	39.5	13.7	1.2	62.8	36.0	98.2	10.6
School size									
Less than 150	0.9	70.3	28.8	12.7	9.8	65.7	24.4	97.4	10.2
150 to 499	0.6	59.6	39.8	14.4	1.7	61.8	36.5	98.8	10.5
500 to 749	0.6	53.3	46.1	14.7	0.4	55.2	44.3	98.7	10.3
750 or more	1.2	52.6	46.2	14.7	0.5	55.7	43.8	98.7	10.2

Table 3.7—Percentage distribution of teachers and principals by highest degree earned, teachers' average years of teaching experience, percentage of principals who taught and their average years of teaching experience before becoming principals, by selected school characteristics: 1990-91—Continued

	Teachers				Principals			% taught before principal	Avg. years of tch. exp. before princ.
	Less than bachelor's	Bachelor's	More than bachelor's	Average years of tch. exp.	Less than master's	Master's	More than master's		
PRIVATE	6.4	61.9	31.7	12.3	34.3	47.4	18.3	87.0	10.8
Central city	4.7	61.4	34.0	12.4	26.1	53.4	20.6	89.7	11.1
School level									
Elementary	5.4	71.1	23.4	12.1	26.6	57.7	15.8	90.5	11.6
Secondary	1.7	41.8	56.6	15.2	6.7	55.2	38.1	95.7	11.6
Combined	6.1	61.6	32.3	10.6	37.7	38.6	23.8	83.1	9.0
Minority enrollment									
Less than 20%	4.3	61.2	34.5	12.6	26.9	54.5	18.6	89.1	11.0
20% or more	5.5	61.6	32.9	12.2	25.0	51.8	23.2	90.5	11.2
School size									
Less than 150	11.4	65.9	22.8	10.4	47.8	36.8	15.3	82.5	9.1
150 to 499	4.2	64.2	31.6	12.3	13.8	64.6	21.6	94.0	12.2
500 to 749	2.2	58.5	39.3	13.2	5.1	63.2	31.7	97.3	12.5
750 or more	1.6	49.8	48.6	14.2	—	59.3	38.9	94.0	11.8
Urban fringe/large town	5.5	61.5	33.1	12.5	29.8	49.0	21.2	90.9	11.2
School level									
Elementary	5.4	70.0	24.6	12.5	30.2	49.7	20.0	93.4	12.1
Secondary	0.8	45.9	53.3	14.6	7.1	64.5	28.4	94.1	12.3
Combined	7.7	55.8	36.9	11.6	36.2	41.9	21.8	83.3	8.3
Minority enrollment									
Less than 20%	5.4	63.8	30.8	12.6	28.9	51.2	19.9	90.9	10.8
20% or more	5.9	55.7	38.8	12.2	32.2	43.6	24.2	90.9	12.2
School size									
Less than 150	11.6	57.9	30.5	9.9	43.7	37.8	18.5	84.2	9.2
150 to 499	4.1	67.0	29.2	12.6	19.4	58.4	22.3	96.7	12.9
500 to 749	2.9	50.0	47.2	14.2	6.8	59.5	33.6	98.1	11.8
750 or more	—	48.7	49.7	16.9	—	65.3	30.5	96.5	12.1
Rural/small town	10.9	65.0	24.1	11.7	51.7	38.0	10.3	79.1	10.0
School level									
Elementary	9.2	69.1	21.7	11.8	50.0	40.6	9.3	77.3	11.0
Secondary	1.9	52.5	45.6	13.1	24.4	55.3	20.3	98.1	10.9
Combined	15.7	64.4	19.8	11.1	61.0	29.2	9.9	78.0	7.8
Minority enrollment									
Less than 20%	11.2	66.8	22.0	11.5	51.5	38.6	9.9	76.9	10.3
20% or more	8.8	53.0	38.2	12.9	52.8	35.0	12.2	89.3	8.7
School size									
Less than 150	21.8	60.4	17.8	10.0	66.4	25.3	8.4	72.6	9.2
150 to 499	4.1	70.2	25.7	12.4	18.1	66.9	15.0	94.2	11.5
500 to 749	0.0	46.8	53.2	16.3	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table 3.8—Percentage of teachers who participated in a formal induction program during their first year of teaching, by years of teaching experience, and percentage who currently are mentor or master teachers in a formal induction program, by selected school characteristics: 1990–91

	Percent in induction program during first year, by years of teaching experience				Current mentor or master teacher
	3 or fewer	4–9	10–19	20 or more	
TOTAL	48.3	27.6	14.5	17.9	10.6
PUBLIC	53.6	28.8	14.1	17.2	10.7
Central city	59.1	35.1	19.0	21.3	11.9
School level					
Elementary	60.2	34.5	18.4	22.3	12.1
Secondary	56.3	36.7	19.7	20.0	11.5
Combined	56.4	36.6	24.8	17.7	12.2
Minority enrollment					
Less than 20%	61.6	33.6	12.5	12.5	13.1
20% or more	58.5	35.5	21.2	24.1	11.6
School size					
Less than 150	58.6	34.0	12.9	28.6	9.0
150 to 499	55.0	29.3	18.6	21.8	12.7
500 to 749	59.6	28.4	16.7	21.0	11.7
750 or more	61.6	42.5	21.0	21.0	11.7
Urban fringe/large town	56.9	30.5	14.6	19.4	11.4
School level					
Elementary	56.9	29.3	13.5	20.2	11.0
Secondary	57.0	32.7	16.4	16.8	11.4
Combined	52.9	29.0	14.5	43.6	21.4
Minority enrollment					
Less than 20%	56.7	26.5	13.5	16.0	10.5
20% or more	57.0	34.8	16.1	24.1	12.6
School size					
Less than 150	36.7	26.5	18.3	9.4	10.5
150 to 499	54.3	25.3	10.4	23.0	9.8
500 to 749	57.8	28.6	12.3	17.5	12.9
750 or more	58.7	35.2	18.9	18.2	11.7
Rural/small town	49.5	23.0	10.9	12.1	9.5
School level					
Elementary	53.1	22.0	9.6	12.2	9.2
Secondary	46.7	25.0	12.9	12.1	9.9
Combined	35.9	22.7	12.2	11.0	9.5
Minority enrollment					
Less than 20%	48.8	18.8	9.5	10.8	9.1
20% or more	51.0	32.4	14.6	15.7	10.5
School size					
Less than 150	35.6	15.6	9.1	8.7	8.1
150 to 499	47.5	20.7	9.2	11.0	8.8
500 to 749	51.2	23.2	11.6	12.2	9.4
750 or more	59.1	31.8	14.1	14.8	11.6

Table 3.8—Percentage of teachers who participated in a formal induction program during their first year of teaching, by years of teaching experience, and percentage who currently are mentor or master teachers in a formal induction program, by selected school characteristics: 1990–91—Continued

	Percent in induction program during first year, by years of teaching experience				Current mentor or master teacher
	3 or fewer	4–9	10–19	20 or more	
PRIVATE	27.3	22.0	18.1	26.2	10.2
Central city	31.0	24.4	17.9	29.9	12.0
School level					
Elementary	29.1	21.6	15.9	34.2	8.5
Secondary	38.6	29.7	20.4	29.5	13.2
Combined	29.7	26.0	19.1	20.3	16.9
Minority enrollment					
Less than 20%	31.9	22.8	17.3	25.8	11.5
20% or more	29.6	27.3	19.4	36.3	12.8
School size					
Less than 150	24.7	19.6	22.3	25.5	10.9
150 to 499	33.5	25.9	14.5	32.4	9.7
500 to 749	28.0	27.8	22.2	33.1	18.2
750 or more	34.2	22.0	20.0	23.1	14.4
Urban fringe/large town	21.9	19.1	18.4	23.6	8.8
School level					
Elementary	22.9	17.4	20.5	23.9	8.2
Secondary	20.7	21.7	17.5	26.6	14.3
Combined	20.8	20.1	15.5	21.3	7.2
Minority enrollment					
Less than 20%	21.7	17.3	17.5	24.5	7.7
20% or more	22.5	23.1	21.2	21.3	11.5
School size					
Less than 150	16.0	15.9	22.0	17.4	10.2
150 to 499	24.6	18.7	18.3	27.1	8.8
500 to 749	—	18.8	18.2	23.1	4.5
750 or more	—	33.8	11.8	18.5	9.5
Rural/small town	28.3	18.7	17.8	23.0	8.8
School level					
Elementary	26.8	19.9	11.6	24.6	7.2
Secondary	39.9	10.1	18.4	22.7	10.7
Combined	27.3	20.1	24.8	21.3	9.9
Minority enrollment					
Less than 20%	26.4	18.2	15.6	22.6	8.3
20% or more	40.4	23.6	33.9	25.1	11.9
School size					
Less than 150	19.6	18.6	19.3	19.6	6.7
150 to 499	35.4	20.1	15.2	26.2	11.0
500 to 749	—	—	—	—	4.9
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table 3.9—Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1990–91

	Advanced	Regular	Probationary	Temporary	None
TOTAL	14.9	76.5	2.6	3.5	2.5
Alabama	31.1	65.8	0.0	—	2.9
Alaska	2.1	91.5	1.0	0.5	4.8
Arizona	4.6	84.8	2.9	5.8	1.9
Arkansas	4.9	91.9	—	0.8	2.2
California	7.6	79.3	3.0	6.3	3.9
Colorado	10.8	80.0	2.9	1.4	4.9
Connecticut	16.7	68.5	4.7	8.6	1.6
Delaware	15.1	81.5	0.8	1.8	—
District of Columbia	10.6	79.6	4.3	2.4	3.0
Florida	13.8	72.8	2.7	7.8	2.8
Georgia	28.5	64.5	2.7	2.0	2.3
Hawaii	31.8	50.7	7.2	2.5	7.8
Idaho	8.6	86.7	0.8	1.6	2.2
Illinois	3.4	92.6	0.1	1.2	2.8
Indiana	27.3	69.1	1.5	1.0	1.1
Iowa	25.8	68.4	2.1	2.7	1.1
Kansas	3.7	92.6	1.1	1.4	1.1
Kentucky	13.8	75.2	2.8	5.4	2.8
Louisiana	12.6	74.4	2.8	4.6	5.7
Maine	13.0	74.4	5.1	4.5	3.0
Maryland	75.0	20.2	1.1	0.8	2.9
Massachusetts	2.4	94.5	—	0.1	3.0
Michigan	11.4	75.4	4.4	7.1	1.7
Minnesota	2.9	92.1	2.9	0.9	1.2
Mississippi	19.8	75.2	0.9	1.9	2.2
Missouri	4.8	88.2	2.5	2.2	2.2
Montana	14.8	82.9	0.3	0.4	1.5
Nebraska	16.7	72.5	8.0	1.5	1.3
Nevada	9.3	76.4	6.8	3.2	4.3
New Hampshire	12.0	83.9	0.6	—	3.0
New Jersey	3.6	93.7	0.0	0.6	2.2
New Mexico	19.2	75.8	1.8	1.7	1.5
New York	6.2	79.5	3.8	6.0	4.5
North Carolina	18.1	71.0	5.7	3.2	2.0
North Dakota	7.6	89.8	1.2	0.7	0.7
Ohio	46.3	41.4	1.5	9.9	0.8
Oklahoma	2.7	92.8	2.1	1.3	1.1
Oregon	4.8	88.6	4.0	1.0	1.5
Pennsylvania	15.5	77.0	2.4	3.9	1.1
Rhode Island	38.6	48.4	4.6	7.5	1.0
South Carolina	28.0	67.1	0.2	2.0	2.8
South Dakota	9.7	88.9	0.4	0.3	0.7
Tennessee	35.4	58.1	4.6	0.6	1.3
Texas	10.6	81.0	3.2	2.3	2.9
Utah	13.2	80.9	3.3	0.5	2.1
Vermont	13.5	76.0	8.7	—	1.5
Virginia	29.5	62.9	3.5	1.0	3.1
Washington	3.5	84.1	8.2	2.0	2.1
West Virginia	31.6	58.5	4.2	4.1	1.6
Wisconsin	5.9	90.5	0.8	1.2	1.7
Wyoming	16.3	80.2	0.7	0.8	2.1

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

Table 3.10—Percentage distribution of private school teachers by type of certification in main assignment field, by private school typology: 1990–91

	Advanced	Regular	Probationary	Temporary	None
TOTAL	6.3	51.2	2.3	4.5	35.6
Private school typology					
Catholic	7.4	61.2	2.6	4.7	24.1
Parochial	7.4	63.1	3.0	5.5	21.1
Diocesan	7.7	61.5	2.7	5.3	22.7
Private order	6.8	55.8	1.4	1.6	34.3
Other religious	5.5	43.5	2.5	4.3	44.1
Conservative Christian	4.7	37.1	3.5	4.4	50.3
Affiliated	5.6	48.4	2.0	4.3	39.8
Unaffiliated	6.6	43.8	2.0	4.4	43.2
Nonsectarian	6.0	45.1	2.0	4.4	42.4
Regular	6.3	47.0	1.5	3.3	41.9
Special emphasis	4.4	32.2	2.5	2.6	58.3
Special education	7.2	57.4	3.6	12.3	19.4

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table 3.11—Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by sector: 1987–88 and 1990–91

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	Native American	Asian/ Pac. Isl.	Black	Hispanic	White		
1987-88									
Total	28.6	71.4	1.0	0.9	7.3	2.6	88.1	11.9	40.2
Public	29.5	70.5	1.0	0.9	8.0	2.6	87.5	12.5	40.4
Private	21.8	78.2	0.9	1.2	2.2	2.7	93.1	6.9	39.0
1990-91									
Total	27.5	72.5	0.7	1.1	7.6	3.4	87.2	12.8	41.4
Public	28.1	71.9	0.8	1.0	8.3	3.4	86.5	13.5	41.6
Private	22.9	77.1	0.4	1.5	2.7	3.3	92.2	7.8	40.3

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Questionnaire).

Table 3.12—Percentage distribution of principals by sex and race-ethnicity, percent minority principals, and average principal age, by sector: 1987-88 and 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	Native American	Asian/ Pac. Isl.	Black	Hispanic	White		
1987-88									
Total	68.6	31.4	0.9	0.6	6.9	2.7	88.9	11.1	46.4
Public	75.4	24.6	1.0	0.5	8.2	2.8	87.4	12.6	46.8
Private	47.8	52.2	0.4	0.9	3.0	2.2	93.5	6.5	45.3
1990-91									
Total	65.1	34.9	0.8	0.7	7.2	3.6	87.7	12.3	47.0
Public	70.0	30.0	0.9	0.7	8.6	3.9	85.9	14.1	47.2
Private	48.7	51.3	0.5	0.6	2.7	2.5	93.7	6.3	46.4

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 and 1990-91 (Administrator Questionnaire).

Table 3.13—Percentage distribution of teachers and principals by highest degree earned and teachers' average years of teaching experience, by sector: 1987-88 and 1990-91

	Teachers				Principals		
	Less than bachelor's	Bachelor's	More than bachelor's	Average years of tch. exp.	Less than master's	Master's	More than master's
1987-88							
Total	1.1	53.1	45.8	14.2	9.4	52.8	37.8
Public	0.6	52.1	47.3	14.5	2.5	53.4	44.1
Private	4.4	61.3	34.4	12.0	30.4	51.0	18.5
1990-91							
Total	1.4	53.1	45.5	14.8	9.4	57.5	33.1
Public	0.7	51.9	47.5	15.1	1.8	60.5	37.6
Private	6.4	61.9	31.7	12.3	34.3	47.4	18.3

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 and 1990-91 (Teacher and Administrator Questionnaires).

CHAPTER 4 • WORKING CONDITIONS

Working conditions are likely to be an important factor in determining the effectiveness of teachers. In this chapter, several measures of working conditions are examined, including teachers' main assignment field and employment status, hours worked, instructional time spent on basic fields, class loads, and class size. Changes between 1987-88 and 1990-91 are also described.

TEACHING ASSIGNMENTS

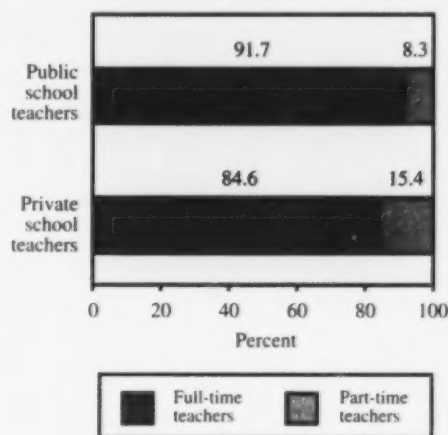
In 1990-91, 1.5 million elementary and 1.4 million secondary school teachers were employed in the nation's schools. Table 4.1 shows how public and private school teachers at each level were distributed across 32 main assignment fields.

Overall, 91 percent of teachers were employed full time, and 9 percent were employed part time (table 4.2, figure 4.1).¹⁸ Private school teachers were much more likely to work part time than were public school teachers (15 percent compared with 8 percent). Within the public sector, teachers in urban fringe/large town and rural/small town communities were more likely than their counterparts in central cities to work part time. However, no such differences existed among community types within the private sector.

The vast majority of teachers (95 percent) held regular assignments, either full-time or part-time. The rest were itinerant teachers, whose assignments required them to provide instruction at more than one school (4 percent), or long-term substitutes, who were filling the role of a regular teacher on a long-term basis but were still considered substitutes (1 percent). Public school teachers were more likely than private school teachers to be in one of these two categories.

¹⁸Part-time teachers were those who reported working less than full time as a teacher at their school.

Figure 4.1—Percentage of teachers in public and private schools who were full- and part-time: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Teacher Questionnaires).

TIME SPENT ON THE JOB

On average, teachers spent 35 hours a week performing their required duties at school (table 4.3). They spent additional time in job-related activities outside of school hours, both with students (such as coaching, tutoring, and supervising extracurricular activities) and without students (such as preparing lessons, grading student assignments, attending meetings, and holding conferences with parents). Teachers in public schools worked a marginally longer regular week than did those in private schools (figure 4.2). For the other two measures of work time, private school teachers worked slightly longer hours.

Secondary school teachers in both sectors across all community types spent more time working in activities with students outside regular school hours than their counterparts in elementary schools. Among

Table 4.1—Number of teachers by sector, level, and main assignment field: 1990-91

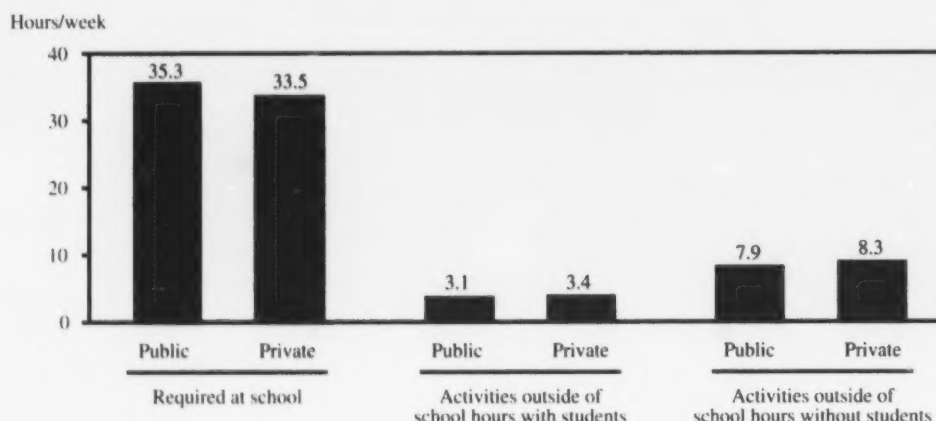
	All		Public		Private	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
TOTAL	1,506,882	1,408,892	1,330,630	1,228,858	176,252	180,035
Kindergarten	130,965	—	110,111	—	20,854	—
General elementary	888,281	—	768,593	—	119,688	—
Basic skills/remedial	8,360	7,558	8,189	7,067	—	—
Gifted	12,865	5,137	12,679	4,997	—	—
Bilingual/ESL	18,609	12,767	18,475	11,737	—	—
English/language arts	26,584	203,977	22,403	174,972	4,181	29,005
Math/computer science	28,444	191,336	25,997	158,757	2,447	32,579
Foreign language	3,928	71,525	2,541	56,402	1,387	5,123
Social science	13,355	151,966	11,408	132,078	—	19,888
Science	16,426	156,122	15,377	133,708	—	22,415
Performing arts	53,489	81,247	49,893	70,169	3,595	11,078
Other special areas	114,251	242,886	105,672	208,906	8,579	33,980
Special education						
General	44,903	39,162	43,042	37,961	1,860	—
Emotionally disturbed	13,145	11,696	11,958	10,777	—	—
Mentally retarded	15,233	11,980	15,193	11,679	—	—
Speech/hearing impaired	20,204	3,557	20,204	3,505	—	—
Deaf/hard of hearing	3,383	3,016	3,284	2,944	—	—
Visually handicapped	—	—	—	—	—	—
Ortho. handicapped	1,696	—	1,696	—	—	—
Mildly handicapped	2,606	3,481	2,590	3,468	—	—
Severely handicapped	6,174	3,259	5,516	3,022	—	—
Special learning disabled	49,503	29,202	47,404	27,755	2,099	—
Other special disabled	11,342	7,224	11,202	7,072	—	—
Vocational education						
Accounting	—	5,784	—	5,233	—	—
Agriculture	—	10,248	—	10,108	—	—
Business, health	—	48,084	—	45,195	—	2,888
Health occupations	—	2,831	—	2,788	—	—
Industrial arts	—	36,023	—	35,287	—	—
Trade and industry	—	14,673	—	14,618	—	—
Technical	—	4,734	—	4,734	—	—
Other vocational ed.	—	17,536	—	17,155	—	—
All others	20,445	28,972	14,541	24,564	5,904	4,408

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Teacher Questionnaire).

Figure 4.2—Average hours per week that teachers spent working in several types of activities: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

public schools, teachers in urban fringe/large town communities spent somewhat more time in activities without students than did those in the other two community types. Statistically significant differences did not exist between community types on this measure for private school teachers.

TIME TEACHING CORE SUBJECTS

The emphasis that elementary school teachers place on core subjects may influence how well students master basic skills in reading, writing, and computation. Mastery of basic skills is in turn associated with continuing progress in higher grade levels and in more specialized subjects. One measure of the emphasis that teachers place on core subjects is the amount of teaching time they spend on them.

Elementary teachers in self-contained classrooms spent an average of 20 hours per week teaching English, math, social studies, and science (table 4.4, figure 4.3).¹⁹ They spent close to one-half of this time (48 percent) teaching English and language arts,

25 percent teaching mathematics, 15 percent teaching social studies (which includes history), and 13 percent teaching science.

This distribution of emphasis across subjects was consistent in both the public and private sectors, although elementary school teachers in public schools spent somewhat more time on each of these subjects, on average, than did private elementary school teachers. Within the public sector, elementary school teachers in central city schools spent more time on math compared with those in the other community types, but they spent less time on English. These differences in math and English were not generally repeated in the private sector. However, central city private school teachers did devote less time to English than did their counterparts in rural/small town schools.

TEACHERS' WORK LOADS

Another important aspect of teachers' working conditions is their work load, measured here by class periods taught per day and average class size (for both full- and part-time teachers). Teachers who taught in departments were responsible for 4.9 periods per day,

¹⁹Most self-contained classrooms are in elementary schools.

Table 4.2—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics:
1990-91

	Teaching status		Regular, FT or PT	Type of teacher	
	Full-time	Part-time		Itinerant teacher	Long-term substitute
TOTAL	90.9	9.1	95.3	4.2	0.5
PUBLIC	91.7	8.3	94.8	4.7	0.5
Central city	93.1	6.9	95.0	4.0	1.0
School level					
Elementary	92.2	7.8	93.9	5.0	1.1
Secondary	94.7	5.3	97.3	2.2	0.5
Combined	94.4	5.6	94.8	2.5	2.7
Minority enrollment					
Less than 20%	89.4	10.6	94.3	5.5	0.2
20% or more	94.2	5.8	95.2	3.6	1.2
School size					
Less than 150	90.1	9.9	91.9	6.0	2.1
150 to 499	89.3	10.7	92.5	6.7	0.8
500 to 749	93.2	6.8	94.8	4.2	1.0
750 or more	95.1	4.9	96.6	2.4	1.0
Urban fringe/large town	91.4	8.6	95.0	4.7	0.3
School level					
Elementary	90.4	9.6	93.8	5.9	0.3
Secondary	92.7	7.3	96.9	2.8	0.3
Combined	97.3	2.7	98.7	1.1	—
Minority enrollment					
Less than 20%	90.2	9.8	94.2	5.4	0.4
20% or more	93.0	7.0	96.0	3.7	0.3
School size					
Less than 150	90.2	9.8	94.7	5.2	—
150 to 499	87.4	12.6	91.4	8.3	0.3
500 to 749	91.9	8.1	95.4	4.4	0.2
750 or more	93.9	6.1	97.3	2.3	0.4
Rural/small town	91.1	8.9	94.6	5.2	0.2
School level					
Elementary	89.4	10.6	92.7	7.0	0.3
Secondary	93.4	6.6	97.2	2.7	0.1
Combined	94.0	6.0	96.7	3.1	0.2
Minority enrollment					
Less than 20%	89.9	10.1	94.0	5.7	0.3
20% or more	94.3	5.7	95.9	4.0	0.0
School size					
Less than 150	78.3	21.7	87.2	12.2	0.6
150 to 499	89.6	10.4	93.5	6.4	0.2
500 to 749	93.9	6.1	96.2	3.5	0.3
750 or more	95.2	4.8	97.2	2.5	0.2

**Table 4.2—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics:
1990-91—Continued**

	Teaching status		Regular, FT or PT	Type of teacher Itinerant teacher	Long-term substitute
	Full-time	Part-time			
PRIVATE	84.6	15.4	99.0	0.8	0.2
Central city	85.1	14.9	99.1	0.9	—
School level					
Elementary	84.0	16.0	98.8	1.2	0.0
Secondary	87.0	13.0	99.4	0.6	—
Combined	85.3	14.7	99.3	0.7	0.0
Minority enrollment					
Less than 20%	82.9	17.1	99.1	0.9	—
20% or more	89.0	11.0	99.1	0.9	0.0
School size					
Less than 150	78.3	21.7	98.4	1.6	—
150 to 499	85.0	15.0	99.0	1.0	0.0
500 to 749	85.7	14.3	99.3	—	0.0
750 or more	92.4	7.6	100.0	0.0	0.0
Urban fringe/large town	83.3	16.7	98.9	1.0	—
School level					
Elementary	83.1	16.9	98.0	1.9	—
Secondary	81.2	18.8	99.6	—	—
Combined	84.4	15.6	100.0	0.0	0.0
Minority enrollment					
Less than 20%	81.8	18.2	98.9	1.1	—
20% or more	87.0	13.0	99.1	0.9	0.0
School size					
Less than 150	81.0	19.0	99.8	—	0.0
150 to 499	83.9	16.1	98.2	1.7	—
500 to 749	85.4	14.6	100.0	0.0	0.0
750 or more	83.5	16.5	100.0	0.0	0.0
Rural/small town	84.5	15.5	98.9	0.5	—
School level					
Elementary	81.6	18.4	98.5	1.1	—
Secondary	84.1	15.9	100.0	0.0	0.0
Combined	87.9	12.1	99.1	0.0	—
Minority enrollment					
Less than 20%	83.3	16.7	99.0	0.6	—
20% or more	92.9	7.1	98.3	0.0	—
School size					
Less than 150	81.3	18.7	99.4	0.0	—
150 to 499	85.2	14.8	98.4	0.9	—
500 to 749	97.9	2.1	100.0	0.0	0.0
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table 4.3—Average hours per week that teachers were required to be at school during their most recent full week of teaching, and average amount of time spent outside regular school hours in school-related activities with and without students, by selected school characteristics: 1990-91

	Average hours per week		
	Required to be at school	Spent in activities with students	Spent in activities without students
TOTAL	35.0	3.2	7.9
PUBLIC	35.3	3.1	7.9
Central city	34.8	2.9	7.9
School level			
Elementary	34.4	2.1	8.1
Secondary	35.6	4.5	7.6
Combined	34.6	2.8	6.7
Minority enrollment			
Less than 20%	34.9	3.0	8.3
20% or more	34.7	2.9	7.8
School size			
Less than 150	34.2	2.3	6.8
150 to 499	34.0	2.1	8.1
500 to 749	34.8	2.1	7.8
750 or more	35.2	3.8	7.9
Urban fringe/large town	35.0	3.0	8.3
School level			
Elementary	34.6	1.9	8.7
Secondary	35.7	4.9	7.6
Combined	36.3	2.6	7.3
Minority enrollment			
Less than 20%	34.7	3.0	8.3
20% or more	35.4	3.0	8.2
School size			
Less than 150	34.5	1.9	6.5
150 to 499	33.6	1.9	8.4
500 to 749	35.0	2.4	8.7
750 or more	36.0	4.1	8.0
Rural/small town	35.8	3.4	7.5
School level			
Elementary	35.4	2.1	7.8
Secondary	36.4	5.3	7.3
Combined	36.6	4.2	6.7
Minority enrollment			
Less than 20%	35.4	3.5	7.6
20% or more	36.9	3.1	7.3
School size			
Less than 150	32.8	4.0	6.9
150 to 499	35.5	3.1	7.6
500 to 749	36.5	3.0	7.5
750 or more	36.7	4.1	7.8

Table 4.3—Average hours per week that teachers were required to be at school during their most recent full week of teaching, and average amount of time spent outside regular school hours in school-related activities with and without students, by selected school characteristics: 1990-91—Continued

	Average hours per week		
	Required to be at school	Spent in activities with students	Spent in activities without students
PRIVATE	33.5	3.4	8.3
Central city	33.7	3.6	8.6
School level			
Elementary	33.4	2.4	8.4
Secondary	33.6	5.5	9.1
Combined	34.2	3.9	8.3
Minority enrollment			
Less than 20%	33.3	3.5	8.6
20% or more	34.3	3.7	8.5
School size			
Less than 150	32.2	2.7	7.5
150 to 499	33.7	3.1	8.8
500 to 749	34.2	4.5	9.0
750 or more	34.4	5.0	8.6
Urban fringe/large town	33.1	3.2	8.1
School level			
Elementary	32.7	2.4	8.6
Secondary	32.5	5.8	8.2
Combined	34.1	3.3	7.3
Minority enrollment			
Less than 20%	33.1	3.0	8.0
20% or more	33.3	3.7	8.3
School size			
Less than 150	33.2	2.4	7.6
150 to 499	33.0	3.3	8.2
500 to 749	33.6	3.4	8.1
750 or more	33.4	4.3	8.6
Rural/small town	33.7	3.5	7.9
School level			
Elementary	33.5	2.3	8.2
Secondary	31.9	6.0	8.9
Combined	34.5	4.1	7.4
Minority enrollment			
Less than 20%	33.5	3.4	8.1
20% or more	35.0	3.9	7.2
School size			
Less than 150	33.5	3.0	8.0
150 to 499	33.5	3.6	8.0
500 to 749	36.8	4.9	7.1
750 or more	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table 4.4—Average hours per week that elementary school teachers in self-contained classes spent teaching basic subjects and percentage distribution of teaching hours per week by subject, by selected school characteristics: 1990-91

	Average hours per week					% of total hours teaching all four			
	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science	Total of all four	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
TOTAL	9.6	4.7	2.9	2.6	19.9	47.8	24.6	14.5	13.1
PUBLIC	9.8	4.8	3.0	2.7	20.2	48.0	24.5	14.4	13.1
Central city	9.3	5.0	3.1	2.7	20.1	46.6	25.0	15.2	13.1
School level									
Elementary	9.4	5.0	3.1	2.7	20.3	46.6	25.0	15.2	13.2
Combined	6.5	3.2	1.9	1.7	13.4	49.5	24.6	14.2	11.7
Minority enrollment									
Less than 20%	9.5	4.7	2.9	2.4	19.5	47.9	24.7	15.0	12.4
20% or more	9.3	5.1	3.2	2.8	20.3	46.2	25.1	15.3	13.4
School size									
Less than 150	7.3	3.7	2.2	1.8	14.9	47.3	25.8	15.8	11.0
150 to 499	9.6	4.9	3.0	2.6	20.2	47.4	25.0	14.8	12.8
500 to 749	9.3	5.2	3.2	2.9	20.5	45.6	25.4	15.3	13.6
750 or more	9.1	4.9	3.3	2.6	19.8	46.7	24.4	15.8	13.1
Urban fringe/large town	9.9	4.7	2.9	2.6	20.2	48.8	24.4	14.1	12.7
School level									
Elementary	10.0	4.7	2.9	2.6	20.2	48.9	24.4	14.1	12.7
Combined	8.7	4.3	3.7	2.4	19.1	45.1	24.2	18.0	12.7
Minority enrollment									
Less than 20%	9.9	4.6	2.9	2.5	20.0	49.2	24.2	14.1	12.5
20% or more	10.0	4.7	3.0	2.7	20.4	48.4	24.5	14.2	12.9
School size									
Less than 150	8.3	3.3	2.5	1.5	15.6	52.9	24.8	13.7	8.6
150 to 499	10.3	4.7	2.9	2.6	20.5	49.7	24.3	13.8	12.2
500 to 749	9.7	4.7	2.9	2.6	19.9	48.1	24.2	14.5	13.2
750 or more	9.7	4.8	3.0	2.7	20.2	47.8	24.8	14.2	13.1
Rural/small town	9.9	4.7	2.9	2.7	20.2	48.5	24.1	14.1	13.3
School level									
Elementary	9.9	4.7	2.9	2.7	20.3	48.6	24.1	14.1	13.3
Combined	9.5	4.7	2.9	2.7	19.7	47.2	24.5	14.8	13.5
Minority enrollment									
Less than 20%	10.0	4.7	2.9	2.7	20.3	48.8	24.1	14.0	13.1
20% or more	9.8	4.7	2.9	2.8	20.2	47.8	24.1	14.3	13.7
School size									
Less than 150	9.6	4.6	2.9	2.8	19.9	47.1	23.6	14.6	14.7
150 to 499	9.8	4.7	2.9	2.6	20.0	48.5	24.3	14.2	13.0
500 to 749	9.9	4.6	2.9	2.9	20.3	49.0	23.9	13.7	13.5
750 or more	10.5	4.9	3.0	2.9	21.2	48.6	23.9	13.9	13.6

Table 4.4—Average hours per week that elementary school teachers in self-contained classes spent teaching basic subjects and percentage distribution of teaching hours per week by subject, by selected school characteristics: 1990-91—Continued

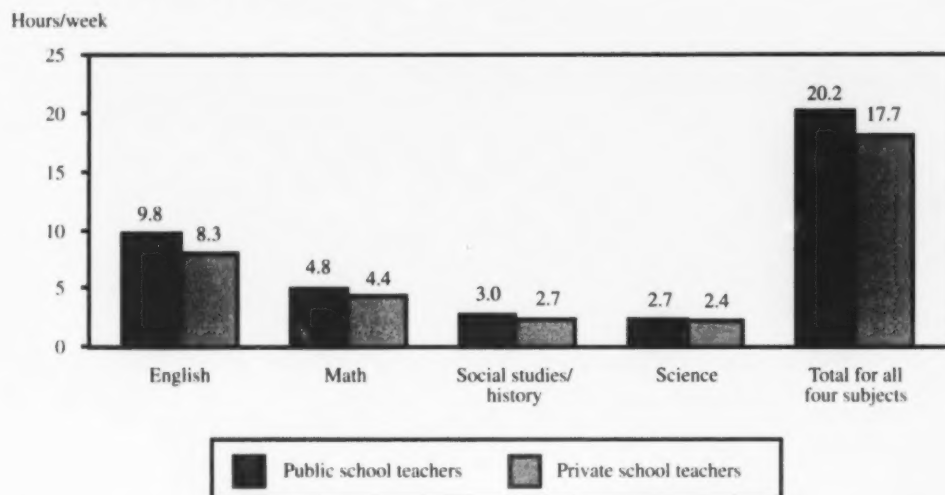
	Average hours per week				Total of all four	% of total hours teaching all four			
	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science		English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
PRIVATE	8.3	4.4	2.7	2.4	17.7	46.6	25.6	14.9	12.9
Central city	8.0	4.4	2.7	2.4	17.5	45.8	25.7	15.0	13.5
School level									
Elementary	8.2	4.3	2.7	2.5	17.7	46.3	25.3	15.1	13.4
Combined	7.6	4.6	2.5	2.3	16.9	44.5	26.9	14.8	13.8
Minority enrollment									
Less than 20%	8.2	4.3	2.5	2.3	17.3	47.3	25.4	14.3	13.0
20% or more	7.7	4.5	3.0	2.7	17.7	43.3	26.3	16.2	14.3
School size									
Less than 150	7.5	4.7	3.0	2.9	18.1	42.4	26.3	16.0	15.2
150 to 499	8.4	4.3	2.7	2.4	17.7	47.1	24.9	14.8	13.1
500 to 749	6.8	3.6	2.1	1.5	14.0	47.4	27.2	14.2	11.1
750 or more	8.4	4.9	2.1	2.0	17.5	45.6	28.8	13.1	12.6
Urban fringe/large town	8.3	4.2	2.6	2.2	17.4	47.8	25.5	14.4	12.3
School level									
Elementary	8.3	4.2	2.7	2.3	17.5	48.0	25.3	14.2	12.5
Combined	8.3	4.2	2.4	2.0	17.0	46.9	25.9	15.2	12.0
Minority enrollment									
Less than 20%	8.3	4.3	2.4	2.1	17.1	48.5	25.8	13.8	11.8
20% or more	8.2	4.2	3.1	2.6	18.1	45.8	24.6	16.0	13.7
School size									
Less than 150	7.3	4.1	2.5	2.1	16.1	45.3	27.0	14.6	13.2
150 to 499	8.8	4.3	2.8	2.4	18.3	48.6	24.8	14.2	12.4
500 to 749	8.8	4.2	1.9	1.7	16.6	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—
Rural/small town	8.9	4.7	2.9	2.4	18.9	46.8	25.7	15.2	12.3
School level									
Elementary	9.3	4.7	3.0	2.5	19.5	48.5	24.4	14.8	12.3
Combined	8.3	4.7	2.8	2.3	18.1	43.9	27.8	15.9	12.4
Minority enrollment									
Less than 20%	9.0	4.7	2.9	2.4	19.0	47.1	25.5	15.2	12.3
20% or more	8.2	4.8	2.8	2.4	18.1	45.2	27.0	14.9	12.9
School size									
Less than 150	8.3	4.9	3.2	2.6	19.0	44.1	26.4	16.6	12.9
150 to 499	9.5	4.4	2.5	2.3	18.7	49.7	24.9	13.5	11.9
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Figure 4.3—Average hours per week that public and private elementary school teachers in self-contained classrooms spent teaching certain subjects: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

on average, in 1990–91 (table 4.5). For teachers in departments (assigned on the basis of subjects), average class size was 22.6 students, whereas for teachers in self-contained classes, it was 24.2 students.²⁰

On each of these three measures, public school teachers had a heavier work load than did private school teachers. Public school teachers in departments taught an average of 4.9 class periods per day, while those in private schools taught 4.6 periods per day. (Caution must be exercised in drawing conclusions based on this measure because the length of a class period differs among schools. The difference, however, is consistent with that illustrated in table 4.3, in which public school teachers worked a longer average school day.)

For both types of classes, public school teachers overall had more students per class, on average, than

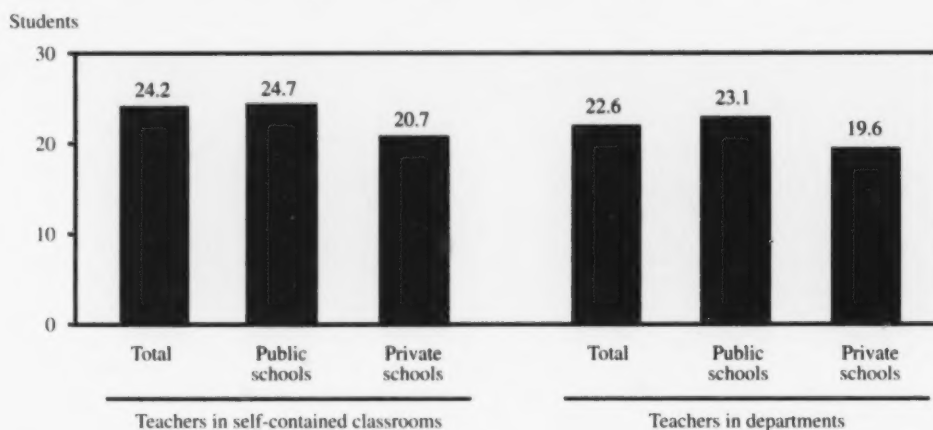
did private school teachers. The average size of classes in public schools was 23.1 (for departmentalized classes) and 24.7 (for self-contained classes) (figure 4.4). For private schools, the comparable sizes were 19.6 and 20.7.

In both the public and private sectors, self-contained classes in the central city were larger than those in rural/small town communities. Public school teachers in departmentalized classrooms in central cities had larger classes than did such teachers in the other two community types. Among private school teachers of departmentalized classes, those in central cities had larger classes than teachers in rural/small town communities.

In the public sector, teachers of both types of classes in the largest school-size category (750 or more students) generally had larger classes than those in the smallest category; the only exception was for central city teachers of self-contained classes, where no significant difference appeared. In the private sector, this pattern was similar, although in some cases the sample sizes were too small to obtain reliable estimates.

²⁰Most teachers in departments teach at the secondary level. Teachers who taught in departments reported the number of students in each of their classes. An average was computed for each teacher excluding special education classes.

Figure 4.4—Average class size for teachers in self-contained classrooms and teachers in departments, in all schools and in public and private schools: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Teacher Questionnaire).

CHANGES IN WORKING CONDITIONS: 1987-88 TO 1990-91

Teaching Assignments

In both 1987-88 and 1990-91, the vast majority of teachers had full-time status, especially in public schools (table 4.6). Within the public sector, however, the percentage of part-time teachers increased slightly between 1987-88 and 1990-91, from 7.6 percent to 8.3 percent. The use of itinerant teachers and long-term substitutes remained about the same.

Time Teaching Core Subjects

In 1987-88, elementary school teachers in self-contained classes spent an average of 21 hours teaching four core subjects: English and language arts, arithmetic or mathematics, social studies or history, and science (table 4.7). In 1990-91, the average number of hours decreased to 20. The decrease was statistically significant in public schools, but not in private schools. The percentage of total hours allocated to English and language arts decreased slightly between 1987-88 and 1990-91, from 49 percent to 48 percent.

Table 4.5—Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1990-91

	Teachers in departments		Average class size for teachers in self-contained classes*
	Average periods/day	Average class size*	
TOTAL	4.9	22.6	24.2
PUBLIC	4.9	23.1	24.7
Central city	4.7	24.8	25.6
School level			
Elementary	4.7	26.1	25.2
Secondary	4.8	24.4	37.2
Combined	4.6	22.6	26.7
Minority enrollment			
Less than 20%	4.7	24.3	25.1
20% or more	4.7	25.0	25.7
School size			
Less than 150	4.4	14.8	25.5
150 to 499	4.5	22.8	23.7
500 to 749	4.7	23.9	25.8
750 or more	4.8	25.4	27.8
Urban fringe/large town	4.8	23.9	25.6
School level			
Elementary	4.7	25.3	24.9
Secondary	4.8	23.5	42.7
Combined	4.9	20.6	22.3
Minority enrollment			
Less than 20%	4.7	23.7	25.2
20% or more	4.8	24.3	26.0
School size			
Less than 150	5.0	9.0	22.4
150 to 499	4.6	22.2	23.9
500 to 749	4.9	23.3	25.8
750 or more	4.8	24.5	29.2
Rural/small town	5.1	21.4	23.5
School level			
Elementary	5.1	23.4	22.9
Secondary	5.1	20.8	33.1
Combined	5.2	18.8	22.3
Minority enrollment			
Less than 20%	5.1	21.2	23.4
20% or more	5.1	22.0	23.8
School size			
Less than 150	5.1	16.0	18.6
150 to 499	5.2	20.5	22.8
500 to 749	5.1	22.0	24.5
750 or more	5.0	23.2	27.4

Table 4.5—Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1990–91—Continued

	Teachers in departments		Average class size for teachers in self-contained classes*
	Average periods/day	Average class size*	
PRIVATE	4.6	19.6	20.7
Central city	4.7	20.8	22.5
School level			
Elementary	5.1	22.5	22.5
Secondary	4.6	22.4	—
Combined	4.5	16.5	20.0
Minority enrollment			
Less than 20%	4.7	20.1	22.1
20% or more	4.7	22.1	23.2
School size			
Less than 150	4.5	13.8	17.4
150 to 499	4.7	19.2	23.2
500 to 749	4.7	22.5	29.8
750 or more	4.7	24.9	24.6
Urban fringe/large town	4.6	19.3	20.9
School level			
Elementary	4.9	20.4	22.1
Secondary	4.3	21.7	—
Combined	4.6	16.5	17.2
Minority enrollment			
Less than 20%	4.6	19.4	20.9
20% or more	4.6	19.0	21.0
School size			
Less than 150	4.8	13.1	16.9
150 to 499	4.6	18.7	22.6
500 to 749	4.5	21.2	21.8
750 or more	4.5	25.4	—
Rural/small town	4.7	15.8	17.9
School level			
Elementary	4.6	17.9	19.5
Secondary	4.4	14.3	—
Combined	4.9	15.5	15.2
Minority enrollment			
Less than 20%	4.6	15.9	17.9
20% or more	5.0	15.1	18.6
School size			
Less than 150	4.5	12.8	14.8
150 to 499	4.7	16.2	20.9
500 to 749	5.1	18.1	—
750 or more	—	—	—

—Too few cases for a reliable estimate.

*Excludes special education classes.

NOTE: Includes full- and part-time teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table 4.6—Percentage distribution of teachers by teaching status and type of teacher, by sector: 1987–88 and 1990–91

	Teaching status		Regular, FT or PT	Type of teacher	
	Full-time	Part-time		Itinerant teacher	Long-term substitute
1987-88					
Total	91.4	8.6	95.2	4.4	0.4
Public	92.4	7.6	94.7	4.9	0.5
Private	83.9	16.1	99.0	0.8	0.1
1990-91					
Total	90.9	9.1	95.3	4.2	0.5
Public	91.7	8.3	94.8	4.7	0.5
Private	84.6	15.4	99.0	0.8	0.2

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Questionnaire).

Table 4.7—Average hours per week that elementary school teachers in self-contained classes spent teaching basic subjects and percentage distribution of teaching hours per week by subject, by sector: 1987–88 and 1990–91

	English/ lang. arts	Average hours per week			Total of all four	% of total hours teaching all four			
		Arith./ math.	Soc. stud./ history	Science		English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
1987-88									
Total	10.2	4.8	2.9	2.6	20.6	49.2	24.2	14.0	12.6
Public	10.4	4.9	2.9	2.7	20.9	49.5	24.0	14.0	12.6
Private	8.7	4.5	2.7	2.3	18.2	47.7	25.7	14.0	12.5
1990-91									
Total	9.6	4.7	2.9	2.6	19.9	47.8	24.6	14.5	13.1
Public	9.8	4.8	3.0	2.7	20.2	48.0	24.5	14.4	13.1
Private	8.3	4.4	2.7	2.4	17.7	46.6	25.6	14.9	12.9

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Questionnaire).

CHAPTER 5 • COMPENSATION

Over the past decade compensation of teachers has been a major issue in school reform discussions. Many believe that salary structures and compensation packages are key to attracting new teachers into the profession, gaining the commitment of teachers and administrators, and retaining qualified staff. This chapter describes the salaries and other compensation provided to teachers and principals, the relationship between teacher salaries and qualifications, and the benefits available to teachers and principals. It ends with a discussion of changes between 1987–88 and 1990–91.

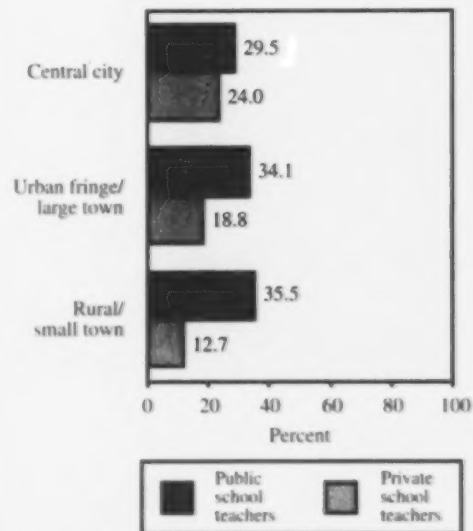
SALARIES AND OTHER COMPENSATION

Teachers

In conducting a comprehensive examination of teachers' earnings, one must look beyond their basic salaries. In 1990–91, approximately one-third (32 percent) of all teachers received additional compensation from their school for participating in extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes (table 5.1).²¹ In addition, 17 percent earned money working in a teaching or nonteaching job in their own or another school during the summer of 1990. Twenty-five percent earned money working in a nonschool job either in the summer or during the school year. Finally, 14 percent earned income from other sources such as a bonus or a state supplement.

Public school teachers were more likely than private school teachers to receive other compensation from their school during the school year in all three community types (figure 5.1). On the other hand, private school teachers were more likely than public school

Figure 5.1—Percentage of public and private school teachers who received other school-year compensation, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

teachers to earn nonschool income in all three community types. Earning other compensation from their school was much more common for secondary school teachers than for elementary school teachers in both public and private schools across all three community types.

In 1990–91, the average annual basic salary for full-time teachers was \$29,987 (table 5.2, figure 5.2)²² Full-time public school teachers earned considerably more, on average, than did their private school counterparts

²¹Appendix tables A17 and A18 show comparable data for public schools by state and for private schools by typology.

²²Appendix tables A19 and A20 show the average basic salaries for teachers and principals for public schools by state and for private schools by typology.

Table 5.1—Percentage of full-time teachers who received various types of compensation in addition to their regular salary, by selected school characteristics: 1990-91

	Other school-year compensation	Summer supplemental salary	Non-school income	Other earned income
TOTAL	32.0	16.9	24.9	13.7
PUBLIC	33.6	16.7	24.1	13.5
Central city	29.5	20.7	23.3	13.6
School level				
Elementary	23.3	18.9	20.4	14.0
Secondary	42.2	23.1	28.7	12.7
Combined	24.3	35.3	24.7	14.0
Minority enrollment				
Less than 20%	34.6	16.6	26.2	14.8
20% or more	28.0	22.0	22.4	13.2
School size				
Less than 150	18.6	34.4	21.0	12.0
150 to 499	23.0	17.3	20.5	11.9
500 to 749	25.6	18.7	21.8	14.7
750 or more	35.4	23.2	25.6	13.8
Urban fringe/large town	34.1	17.4	24.3	11.5
School level				
Elementary	25.2	15.2	20.8	11.0
Secondary	49.0	21.3	29.8	12.6
Combined	27.4	13.6	26.4	9.5
Minority enrollment				
Less than 20%	35.8	15.9	24.8	12.1
20% or more	23.7	10.8	32.0	19.4
School size				
Less than 150	18.4	23.0	21.9	6.1
150 to 499	23.6	13.8	22.1	7.9
500 to 749	33.3	15.0	21.4	13.0
750 or more	41.6	21.1	27.5	13.0
Rural/small town	35.5	13.5	24.4	15.0
School level				
Elementary	24.5	11.6	19.4	15.3
Secondary	52.0	16.4	31.6	13.9
Combined	39.3	14.0	27.3	18.1
Minority enrollment				
Less than 20%	38.3	13.3	25.8	14.3
20% or more	29.0	14.1	21.1	16.7
School size				
Less than 150	43.1	12.3	29.9	15.0
150 to 499	34.0	13.7	23.1	16.0
500 to 749	32.7	11.6	23.4	14.4
750 or more	39.9	15.7	26.7	13.7

Table 5.1—Percentage of full-time teachers who received various types of compensation in addition to their regular salary, by selected school characteristics: 1990-91—Continued

	Other school-year compensation	Summer supplemental salary	Non-school income	Other earned income
PRIVATE	19.9	18.1	31.6	14.7
Central city	24.0	19.6	32.3	13.6
School level				
Elementary	10.9	15.6	28.9	13.3
Secondary	45.2	19.6	33.7	12.1
Combined	27.6	26.5	37.1	15.5
Minority enrollment				
Less than 20%	25.3	18.1	32.8	12.0
20% or more	22.0	22.1	31.6	16.2
School size				
Less than 150	7.8	20.6	35.1	12.9
150 to 499	19.4	17.8	32.3	12.2
500 to 749	33.1	19.7	32.0	15.6
750 or more	44.9	24.1	30.2	16.5
Urban fringe/large town	18.8	19.3	29.4	14.6
School level				
Elementary	9.5	15.8	26.6	15.1
Secondary	41.7	23.1	33.7	13.9
Combined	22.7	22.8	31.7	14.3
Minority enrollment				
Less than 20%	18.7	16.1	29.8	14.5
20% or more	18.9	26.9	28.5	15.0
School size				
Less than 150	10.8	24.9	29.7	16.1
150 to 499	17.4	16.8	29.8	14.1
500 to 749	21.3	18.1	26.7	15.0
750 or more	44.7	22.5	29.0	14.1
Rural/small town	12.7	13.9	34.0	16.3
School level				
Elementary	7.2	10.1	29.4	14.3
Secondary	24.8	18.2	38.2	18.9
Combined	14.8	16.6	37.5	17.6
Minority enrollment				
Less than 20%	13.5	11.6	34.7	16.2
20% or more	8.1	28.1	29.8	16.8
School size				
Less than 150	9.6	16.2	38.1	16.8
150 to 499	13.3	13.0	32.4	16.2
500 to 749	16.6	10.9	28.9	16.6
750 or more	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table 5.2—Average amounts of compensation that full-time teachers received, and average principal salary, by selected school characteristics: 1990-91

	Average amount teachers received						Average principal salary
	Total earnings	Basic salary	Other school year comp.	Summer suppl.	Non-school income	Other earned income	
TOTAL	\$32,225	\$29,987	\$1,926	\$1,978	\$4,245	\$1,680	\$45,057
PUBLIC	33,578	31,296	1,942	1,993	4,404	1,754	49,603
Central city	34,571	32,202	1,918	2,283	4,555	1,978	53,253
School level							
Elementary	33,119	31,234	1,358	2,127	4,346	1,999	52,019
Secondary	37,228	33,960	2,475	2,450	4,896	1,975	57,867
Combined	36,693	33,794	2,853	2,915	3,899	1,534	54,122
Minority enrollment							
Less than 20%	33,163	30,815	2,010	1,930	4,100	1,751	51,506
20% or more	34,984	32,610	1,885	2,361	4,711	2,052	53,846
School size							
Less than 150	31,098	29,288	1,787	2,277	2,534	1,333	46,505
150 to 499	32,386	30,607	1,429	2,097	4,355	1,644	50,958
500 to 749	33,450	31,438	1,403	2,197	4,377	1,956	53,007
750 or more	36,434	33,544	2,296	2,393	4,775	2,154	58,180
Urban fringe/large town	37,238	34,935	2,019	1,935	4,350	1,918	56,304
School level							
Elementary	35,312	33,776	1,284	1,705	3,536	2,005	55,024
Secondary	40,042	36,605	2,594	2,170	4,937	1,833	61,146
Combined	40,990	37,418	2,783	2,477	8,896	1,294	52,636
Minority enrollment							
Less than 20%	37,496	35,303	2,056	1,675	3,952	1,752	56,035
20% or more	36,924	34,487	1,970	2,194	4,859	2,143	56,634
School size							
Less than 150	32,825	30,459	2,266	2,838	4,432	—	49,617
150 to 499	36,773	35,103	1,607	1,564	4,292	1,616	54,277
500 to 749	35,572	33,786	1,485	1,840	3,709	1,700	56,911
750 or more	38,658	35,638	2,427	2,108	4,684	2,129	60,669
Rural/small town	29,931	27,748	1,913	1,740	4,267	1,530	44,272
School level							
Elementary	28,993	27,494	1,582	1,482	3,738	1,407	43,478
Secondary	31,573	28,351	2,164	1,997	4,830	1,724	46,303
Combined	28,892	26,552	1,844	1,914	3,873	1,606	43,586
Minority enrollment							
Less than 20%	30,547	28,258	1,929	1,661	4,313	1,527	44,266
20% or more	28,479	26,544	1,862	1,915	4,135	1,537	44,288
School size							
Less than 150	25,964	23,617	1,978	1,678	3,602	1,390	39,024
150 to 499	28,926	26,818	1,861	1,684	4,278	1,606	43,411
500 to 749	30,697	28,736	1,767	1,728	4,216	1,379	47,780
750 or more	32,103	29,545	2,125	1,863	4,506	1,584	52,324

Table 5.2—Average amounts of compensation that full-time teachers received, and average principal salary, by selected school characteristics: 1990–91—Continued

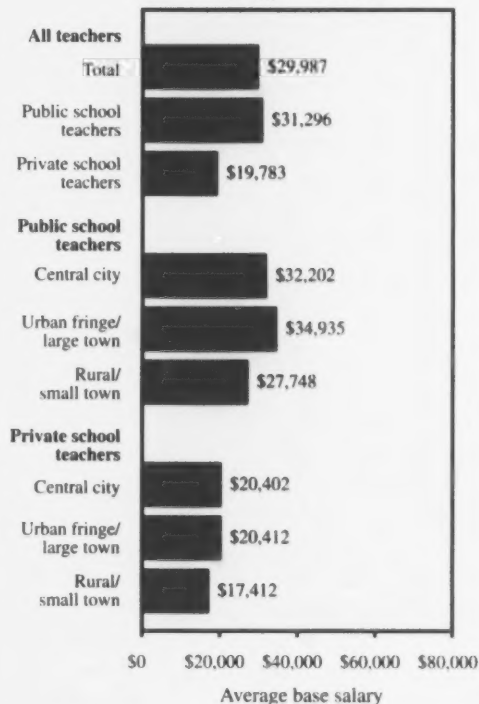
	Average amount teachers received					Other earned income	Average principal salary
	Total earnings	Basic salary	Other school year comp.	Summer suppl.	Non-school income		
Private	\$21,673	\$19,783	\$1,712	\$1,864	\$3,302	\$1,146	\$28,384
Central city	22,446	20,402	1,685	1,791	3,481	1,199	29,683
School level							
Elementary	19,764	18,237	1,466	1,607	3,405	1,018	26,726
Secondary	26,900	24,162	1,824	1,954	3,886	1,832	34,286
Combined	23,047	20,739	1,629	1,869	3,249	1,019	36,093
Minority enrollment							
Less than 20%	22,290	20,363	1,639	1,629	3,227	1,337	29,985
20% or more	22,705	20,465	1,774	2,013	3,921	1,029	29,275
School size							
Less than 150	19,219	17,528	1,727	1,975	3,050	612	27,748
150 to 499	21,010	19,197	1,412	1,837	3,283	1,248	29,500
500 to 749	24,260	22,066	1,888	1,607	3,578	701	33,654
750 or more	28,193	25,239	1,900	1,690	4,520	2,000	43,587
Urban fringe/large town	22,221	20,412	1,794	2,024	3,217	926	29,431
School level							
Elementary	19,413	18,197	1,872	1,661	2,463	805	26,350
Secondary	26,260	23,345	1,962	2,077	4,397	957	38,181
Combined	24,610	22,400	1,621	2,364	3,612	1,097	35,175
Minority enrollment							
Less than 20%	21,358	19,621	1,871	1,860	3,225	872	28,660
20% or more	24,272	22,291	1,614	2,256	3,196	1,050	31,313
School size							
Less than 150	20,015	18,504	1,743	1,951	2,388	797	27,379
150 to 499	21,387	19,690	1,778	1,751	3,288	797	29,503
500 to 749	26,521	24,674	1,126	—	3,539	—	42,127
750 or more	28,477	25,251	2,197	—	4,557	—	43,794
Rural/small town	19,101	17,412	1,559	1,637	3,108	1,259	24,604
School level							
Elementary	17,857	16,678	1,372	1,744	2,527	1,126	21,217
Secondary	25,930	23,751	1,275	1,308	3,246	2,037	46,304
Combined	18,269	16,201	1,801	1,681	3,543	1,109	25,040
Minority enrollment							
Less than 20%	18,606	16,934	1,589	1,526	3,131	1,195	23,584
20% or more	22,122	20,330	—	1,917	2,946	—	29,064
School size							
Less than 150	16,799	14,996	1,450	1,953	2,869	1,504	21,963
150 to 499	19,730	18,067	1,657	1,447	3,355	1,041	28,934
500 to 749	25,392	23,992	—	—	—	—	—
750 or more	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: The averages were computed using only teachers with that type of compensation; consequently, the average in total earnings does not equal the sum of the averages for the various types of compensation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Figure 5.2—Average base salary for all full-time teachers and full-time public and private school teachers, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

in terms of both their basic salary (\$31,296 compared with \$19,783) and their total earned income (\$33,578 compared with \$21,673). Within the public sector, the average annual basic salary was greatest in urban fringe/large town communities, followed by central cities and then rural/small town communities. In the private sector, full-time teachers in central cities and urban fringe/large town communities had similar average basic salaries, both of which were greater than the average basic salary earned by their counterparts in rural/small town communities.

Principals

Principals earned an average annual salary of \$45,057 in 1990–91 (table 5.2, figure 5.3).²³ Public school principals earned substantially more, on aver-

age, than did private school principals (\$49,603 compared with \$28,384). In all three community types, both public and private school principals had higher average salaries at the secondary level than at the elementary level.

In the public sector, the average principal salary was related to school size as well. Across all three community types, the average principal salary in schools with 750 or more students was greater than that in smaller schools.

SCHEDULED SALARIES, DEGREES, AND TEACHING EXPERIENCE

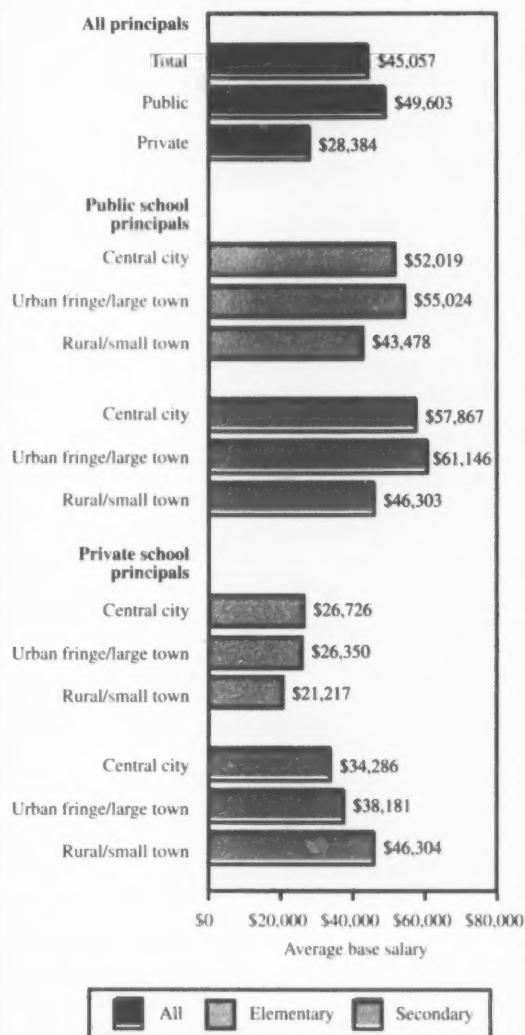
Ninety-four percent of all public school districts and 68 percent of all private schools used schedules to determine teachers' salaries (table 5.3).²⁴ In 1990–91, the average scheduled salary in public districts for teachers with no experience was \$19,913 per year if they had a bachelor's degree and \$21,698 if they had a master's degree (figure 5.4). The average rose to \$33,199 for teachers with a master's degree and 20 years of experience. Across all public districts, the average salary for the highest step on the schedule was \$36,065. The amount for the highest step on a district's salary schedule is the most that a teacher can make, but the qualifications required to reach that step vary from district to district.

Among private schools with salary schedules, the average salaries were substantially lower than those for teachers with the same qualifications and experience in public districts. For example, the average annual salary was \$15,141 for a teacher with a bachelor's degree and no experience and \$25,499 for the highest step on the schedule. Approximately one-third of all private schools did not have salary schedules. In these schools, the average lowest salary was \$12,618 per year, and the average highest salary was \$19,384.

²³This average includes both full- and part-time principals; principals were not asked whether they were employed full- or part-time.

²⁴In the public sector, small districts (less than 1,000) and, in the private sector, small schools (less than 150) were the most likely not to have salary schedules.

Figure 5.3—Average salary for all principals and public and private school principals, by level and community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Administrator Questionnaires).

Regional differences existed in average scheduled salaries, especially in the public sector (table 5.3). Among public districts, the average annual salary for the highest step on the schedule was highest in the Northeast (\$43,846), followed by the West (\$37,798), then the Midwest (\$33,794), and finally,

the South (\$31,382). Among private schools with salary schedules, regional differences were much less pronounced. In the Northeast, West, and Midwest, the average salary for the highest step on the schedule was similar; however, in the South, it was lower than in other regions. The regional patterns for average salaries were not repeated at the lowest level (that is, for beginning teachers with a bachelor's degree).

Average scheduled salaries also varied with district size in the public sector and school size in the private sector (table 5.3). For example, the average salary for the highest step on the schedule in public districts with 10,000 or more students (\$42,842) was much higher than the average in districts with fewer than 1,000 students (\$32,478). Following the same pattern, the average salary for the highest step on the schedule in private schools with more than 750 students was \$33,765, compared with \$24,147 in private schools with fewer than 150 students.

BENEFITS

Benefits are an important part of a teacher's or a principal's compensation package. The description of teachers' benefits presented here is based on the specific benefits that public districts and private schools reported as being available to teachers. Schools were counted as offering medical, dental, or life insurance to teachers if the school or school district to which they belonged paid all or part of the premiums.²⁵ In contrast, the description of principals' benefits is based on what benefits principals reported actually receiving, in whole or in part, from their school or district in addition to their salary.

Teachers

Retirement plans were almost universally offered by public schools, regardless of location, size, or level (table 5.4). In 96 percent of public schools, teachers

²⁵Data on public school teachers' benefits were collected from districts, not schools. For this analysis, it was assumed that a school offered the benefits reported by its district, because benefits are normally determined by district policy.

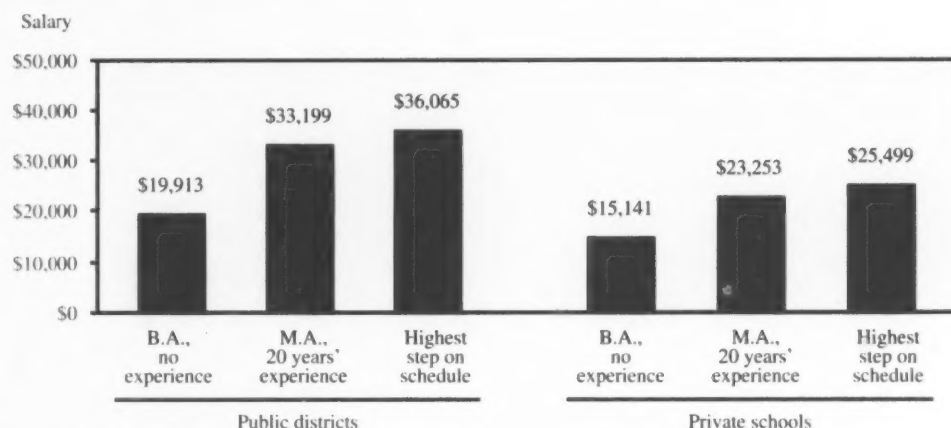
Table 5.3—Percentage of public districts and private schools with salary schedules, average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, percentage of schools without salary schedules, and average lowest and highest salaries paid by schools without salary schedules, by selected school characteristics: 1990–91

	Percent with salary schedules	BA, no experience	Average scheduled salary MA, no experience	MA, 20 years' experience	Highest step on schedule	Percent without schedules	Schools without schedules Average lowest	Average highest
PUBLIC DISTRICTS	94.4	\$19,913	\$21,698	\$33,199	\$36,065	5.6	\$17,376	\$24,573
Region								
Northeast	95.2	22,534	24,378	39,797	43,846	4.8	—	—
Midwest	91.1	18,755	20,598	31,402	33,794	8.9	15,933	18,733
South	98.7	18,903	20,154	28,901	31,382	1.3	—	—
West	95.0	20,568	22,801	34,809	37,798	5.0	—	—
District size								
Less than 1,000	90.3	19,001	20,649	30,557	32,478	9.7	17,058	23,187
1,000 to 4,999	98.9	20,691	22,570	35,644	39,269	1.1	—	—
5,000 to 9,999	99.8	21,486	23,601	37,384	41,960	—	—	—
10,000 or more	99.9	21,829	23,961	37,728	42,842	—	—	—
Minority enrollment								
Less than 20%	93.4	19,631	21,430	32,890	35,614	6.6	17,218	24,180
20% or more	97.0	20,731	22,480	34,127	37,416	3.0	—	—
Minority teachers								
Less than 10%	93.6	19,798	21,581	33,143	35,896	6.4	17,347	23,409
20% or more	98.2	20,512	22,301	33,488	36,937	1.8	—	—
PRIVATE SCHOOLS	67.7	15,141	16,511	23,253	25,499	32.3	12,618	19,384
Region								
Northeast	72.5	15,101	16,239	23,748	26,208	27.5	13,171	21,765
Midwest	70.2	14,637	15,879	22,821	25,403	29.8	10,327	15,407
South	60.8	14,592	15,961	22,016	23,637	39.2	11,867	18,941
West	67.3	16,565	18,400	24,710	26,880	32.7	15,987	22,607
School size								
Less than 150	50.7	14,798	16,163	21,718	24,147	49.3	11,907	17,417
150 to 499	86.9	15,092	16,478	23,626	25,613	13.1	14,705	24,726
500 to 749	84.4	16,648	17,912	26,966	29,639	15.6	17,959	35,601
750 or more	89.5	17,725	19,115	30,255	33,765	10.5	—	—
Minority enrollment								
Less than 20%	66.1	14,568	15,776	22,474	24,715	33.9	11,994	18,719
20% or more	71.3	16,313	18,017	24,848	27,104	28.7	14,213	21,125
Minority teachers								
Less than 10%	66.7	14,836	16,160	22,936	25,145	33.3	12,369	18,931
20% or more	71.5	16,261	17,805	24,420	26,802	28.5	13,730	21,408

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Private School and Teacher Demand and Shortage Questionnaires).

Figure 5.4—Average scheduled salary for public and private school teachers with various degrees and levels of teaching experience, by community type: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Demand and Shortage Questionnaires).

who moved to their jobs from other districts could receive full or partial credit in the retirement system for their years of teaching experience in another district.²⁶ Retirement plans were much less available to private school teachers overall (54 percent of private schools offered them). However, 89 percent of central city private schools with 750 or more students offered retirement plans, as did 93 percent of urban fringe/large town schools of that size.

Almost all public schools (96 percent) offered teachers medical insurance (figure 5.5). This benefit was almost universal among central city and urban fringe/large town public schools (99 percent). Public schools in rural/small town communities were less likely to offer medical insurance (93 percent), especially those in schools with fewer than 150 students (85 percent). As with retirement plans, medical insurance was less likely to be offered by private schools than public schools overall (74 percent compared

with 96 percent); however, in all but the smallest size category (less than 150 students) more than 90 percent of central city and urban fringe/large town private schools offered it.

Roughly two-thirds of all public schools offered dental insurance (67 percent), life insurance (71 percent), and in-kind benefits (70 percent).²⁷ Smaller percentages of private schools offered each of these benefits (38 percent, 46 percent, and 67 percent, respectively).

Principals

Medical insurance was the most frequently provided benefit. Principals in 86 percent of public schools and 65 percent of private schools received it (table 5.5, figure 5.6). Principals in public schools were much more likely than those in private schools to receive dental insurance (64 percent compared with

²⁶Included in this percentage are the districts that reported a) that teachers moving from another district in the state could receive full or partial credit for their years of teaching experience, or b) that teachers moving from a district in another state could receive full or partial credit for their years of teaching experience.

²⁷In-kind income included housing, meals (including free or reduced-price lunch), transportation, reimbursement for teachers' tuition and course fees, and, for private school teachers, tuition scholarships for teachers' children to attend the schools where they worked.

**Table 5.4—Percentage of schools in which teachers were offered various benefits, by selected school characteristics:
1990-91**

	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits*	Retirement plan	Retirement plan transferable
TOTAL	90.3	59.8	64.6	69.1	88.1	92.5
PUBLIC	95.9	67.2	70.8	69.9	99.4	95.5
Central city	99.4	74.8	76.0	75.4	99.1	90.5
School level						
Elementary	99.5	75.2	75.4	76.2	98.9	90.8
Secondary	98.9	73.9	78.6	71.0	99.7	90.5
Combined	99.4	70.7	74.3	81.7	100.0	86.5
Minority enrollment						
Less than 20%	99.7	76.0	83.3	76.2	99.8	93.6
20% or more	99.3	74.4	73.6	75.1	98.8	89.5
School size						
Less than 150	98.5	68.4	70.8	71.3	91.1	95.1
150 to 499	99.5	79.1	82.6	75.7	99.9	93.4
500 to 749	99.5	71.4	70.9	75.9	98.8	89.7
750 or more	99.2	73.3	72.7	75.2	99.8	86.5
Urban fringe/large town	98.6	81.4	80.9	72.2	99.9	97.1
School level						
Elementary	98.6	81.2	80.4	72.5	100.0	97.2
Secondary	98.6	82.7	81.8	70.2	99.8	96.8
Combined	99.8	76.2	86.4	80.7	100.0	97.1
Minority enrollment						
Less than 20%	98.7	80.4	79.5	75.2	99.9	97.7
20% or more	98.6	82.7	82.7	68.5	100.0	96.3
School size						
Less than 150	100.0	79.7	90.0	71.4	100.0	95.3
150 to 499	97.7	81.1	79.0	75.1	99.9	97.5
500 to 749	98.9	83.4	80.8	71.7	99.9	97.8
750 or more	99.8	79.9	82.7	67.8	100.0	95.8
Rural/small town	93.0	56.6	63.4	66.2	99.2	97.0
School level						
Elementary	93.3	57.0	65.1	68.7	99.3	97.1
Secondary	92.3	57.0	60.7	62.0	99.0	96.8
Combined	92.2	51.1	57.1	59.1	99.6	97.2
Minority enrollment						
Less than 20%	93.6	58.3	64.7	68.5	99.2	96.8
20% or more	91.0	51.8	59.5	59.6	99.4	97.6
School size						
Less than 150	85.2	52.4	50.4	62.4	98.8	95.5
150 to 499	93.6	55.7	65.2	65.7	99.3	97.0
500 to 749	97.1	62.2	69.0	69.5	99.2	97.9
750 or more	97.3	59.8	68.8	70.7	99.9	98.3

**Table 5.4—Percentage of schools in which teachers were offered various benefits, by selected school characteristics:
1990-91—Continued**

	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits*	Retirement plan	Retirement plan transferable
PRIVATE	73.6	37.6	45.8	66.8	53.9	76.0
Central city	82.0	45.3	53.8	67.6	61.1	75.9
School level						
Elementary	84.4	47.6	54.2	63.9	66.7	83.9
Secondary	91.2	56.1	63.8	72.4	72.0	64.6
Combined	68.8	31.5	46.2	75.9	37.3	46.6
Minority enrollment						
Less than 20%	81.8	37.4	52.8	71.8	60.6	74.0
20% or more	82.1	55.6	55.1	62.2	61.8	78.2
School size						
Less than 150	63.4	35.1	37.5	66.7	38.1	70.8
150 to 499	94.1	52.7	63.2	67.0	75.8	80.3
500 to 749	96.9	47.9	69.1	67.8	79.3	70.5
750 or more	98.9	56.0	81.3	86.2	88.5	60.4
Urban fringe/large town	79.0	41.8	50.8	66.5	59.1	75.8
School level						
Elementary	82.7	43.5	51.5	64.1	65.8	84.0
Secondary	94.5	55.0	62.6	83.8	76.5	67.5
Combined	64.9	33.5	45.5	66.8	37.1	45.5
Minority enrollment						
Less than 20%	79.0	37.0	53.0	68.1	59.9	77.1
20% or more	79.0	53.4	45.8	62.6	57.2	72.7
School size						
Less than 150	64.8	30.0	33.4	64.3	37.6	66.4
150 to 499	92.1	50.9	65.8	66.5	77.7	82.5
500 to 749	91.4	66.4	69.9	83.1	82.9	62.5
750 or more	91.9	65.5	82.2	82.4	93.3	66.3
Rural/small town	57.6	23.7	30.8	66.2	39.8	76.3
School level						
Elementary	59.4	30.2	33.0	61.9	44.4	86.6
Secondary	92.9	31.8	59.1	90.4	78.9	75.5
Combined	46.7	9.6	20.7	69.4	22.7	38.8
Minority enrollment						
Less than 20%	55.7	20.9	29.6	66.8	38.3	80.2
20% or more	66.0	36.1	36.2	63.7	46.2	61.8
School size						
Less than 150	49.5	19.9	24.4	64.5	30.3	74.2
150 to 499	79.1	33.8	47.6	70.6	65.2	79.9
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*In-kind benefits include housing, meals, tuition, child care, and transportation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Private School and Teacher Demand and Shortage Questionnaires).

**Table 5.5—Percentage of schools in which principals received various benefits, by selected school characteristics:
1990-91**

	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits*
TOTAL	81.3	56.4	60.1	56.9	24.3
PUBLIC	86.1	63.7	67.9	60.9	15.4
Central city	87.1	71.7	75.7	66.8	7.4
School level					
Elementary	86.6	72.1	75.1	66.8	7.1
Secondary	88.8	71.3	76.7	65.5	8.6
Combined	88.0	66.6	82.3	72.3	8.5
Minority enrollment					
Less than 20%	88.6	71.2	82.7	70.4	11.8
20% or more	86.6	71.9	73.3	65.5	5.9
School size					
Less than 150	85.6	67.3	62.2	67.8	14.5
150 to 499	84.8	72.9	82.0	66.8	8.4
500 to 749	87.1	72.5	71.6	68.8	6.7
750 or more	90.8	69.9	73.1	64.2	5.4
Urban fringe/large town	91.0	77.2	78.2	67.7	15.5
School level					
Elementary	91.2	76.8	78.1	68.4	16.8
Secondary	91.1	79.5	78.7	64.4	10.8
Combined	85.7	69.6	79.5	72.6	19.0
Minority enrollment					
Less than 20%	91.9	77.5	78.4	68.4	18.2
20% or more	89.8	76.8	78.0	66.8	12.2
School size					
Less than 150	88.4	75.8	64.8	72.3	23.0
150 to 499	91.2	79.4	78.4	66.9	16.7
500 to 749	90.4	77.3	80.2	69.5	16.0
750 or more	91.9	73.3	78.1	65.9	11.2
Rural/small town	83.0	52.6	58.9	54.5	19.0
School level					
Elementary	84.4	53.8	60.8	55.1	19.0
Secondary	81.6	51.7	57.0	54.4	19.6
Combined	75.1	45.4	48.0	49.7	16.8
Minority enrollment					
Less than 20%	86.8	55.3	61.9	56.7	21.6
20% or more	72.3	45.3	50.5	48.4	11.8
School size					
Less than 150	82.2	50.4	46.9	50.3	22.3
150 to 499	82.4	51.6	59.8	53.5	18.9
500 to 749	86.4	56.9	65.4	59.6	17.3
750 or more	81.2	54.7	63.3	58.2	16.9

**Table 5.5—Percentage of schools in which principals received various benefits, by selected school characteristics:
1990-91—Continued**

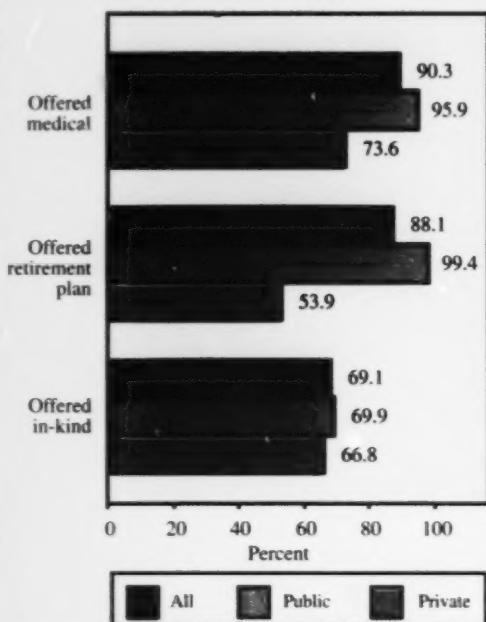
	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits*
PRIVATE	65.3	32.3	34.5	43.8	53.4
Central city	72.8	38.4	39.3	50.4	53.4
School level					
Elementary	73.9	36.5	36.0	52.2	52.7
Secondary	83.4	56.7	48.9	60.8	55.7
Combined	62.4	32.3	43.2	37.4	54.2
Minority enrollment					
Less than 20%	74.4	34.3	41.2	53.5	55.4
20% or more	70.7	43.9	36.8	46.2	50.8
School size					
Less than 150	57.7	30.7	29.1	33.5	48.9
150 to 499	82.2	43.0	42.9	59.5	55.5
500 to 749	86.4	41.7	58.4	70.1	61.1
750 or more	81.1	52.8	59.7	66.8	58.0
Urban fringe/large town	69.2	35.6	38.7	47.1	58.3
School level					
Elementary	70.7	36.2	35.2	50.8	58.2
Secondary	85.8	47.9	53.1	61.7	63.4
Combined	60.1	30.2	43.1	32.8	56.8
Minority enrollment					
Less than 20%	69.9	32.4	38.9	49.1	60.9
20% or more	67.7	43.5	38.2	42.2	51.8
School size					
Less than 150	58.9	28.5	30.3	34.9	55.3
150 to 499	76.9	40.8	45.4	56.4	60.0
500 to 749	91.1	42.4	41.5	60.2	67.8
750 or more	82.8	63.4	67.5	80.2	66.0
Rural/small town	53.2	21.3	24.7	33.1	52.3
School level					
Elementary	50.3	25.2	24.0	35.3	46.4
Secondary	94.6	27.4	54.7	61.0	61.8
Combined	49.0	13.0	19.1	22.5	61.0
Minority enrollment					
Less than 20%	51.3	20.6	23.7	33.3	52.1
20% or more	62.0	24.8	28.9	31.8	53.4
School size					
Less than 150	46.9	18.8	20.0	26.8	51.0
150 to 499	68.2	27.6	34.8	46.6	55.2
500 to 749	—	—	—	—	—
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.

*In-kind benefits include housing, meals, tuition, child care, and transportation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Figure 5.5—Percentage of all schools and public and private schools that offered teachers certain benefits: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Demand and Shortage Questionnaires).

32 percent), life insurance (68 percent compared with 35 percent), and pension contributions (61 percent compared with 44 percent). Principals in private schools, on the other hand, were much more likely than those in public schools to receive in-kind income (53 percent compared with 15 percent).

In both the public and private sectors, the percentages of schools whose principals received medical, dental, and life insurance and pension contributions were smallest in rural/small town communities. In-kind income for principals was more common in rural/small town schools than in the other community types among public schools, but no significant differences were observed across community types among private schools.

While it would be interesting to compare benefits for teachers and principals, the data shown in tables 5.4 and 5.5 are not directly comparable. Table 5.4 shows the benefits offered to teachers, while table 5.5 shows the benefits principals actually received.

CHANGES IN COMPENSATION: 1987-88 TO 1990-91

Teacher Salaries and Other Compensation

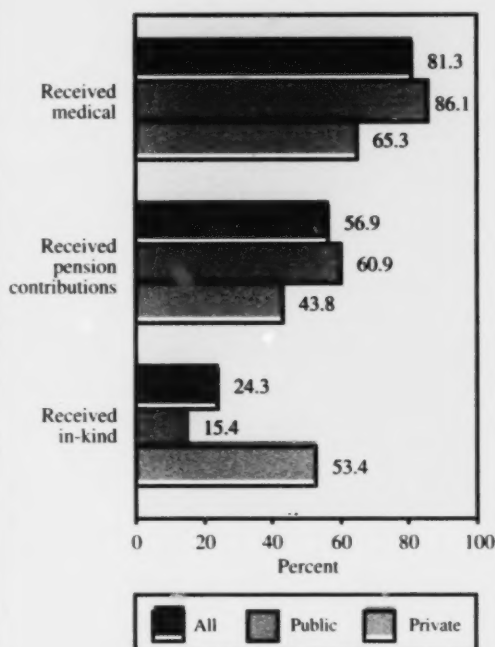
The percentage of teachers who received other school-year compensation for extracurricular or additional activities such as coaching, student activity sponsorship, or evening classes decreased slightly from 34 percent to 32 percent between 1987-88 and 1990-91 (table 5.6). This could have happened because opportunities for earning school income beyond the basic teacher salary decreased, because teachers were less inclined to take advantage of opportunities offered, or both.

Table 5.6—Percentage of full-time teachers who received various types of compensation, by sector: 1987-88 and 1990-91

	Other school-year compensation	Summer supplemental salary	Non-school income
1987-88			
Total	33.5	17.5	25.0
Public	35.1	17.5	24.1
Private	20.6	16.2	32.2
1990-91			
Total	32.0	16.9	24.9
Public	33.6	16.7	24.1
Private	19.9	18.1	31.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 and 1990-91 (Teacher Questionnaire).

Figure 5.6—Percentage of all principals and public and private school principals who received certain benefits: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Administrator Questionnaire).

The average basic salary for full-time teachers increased 19 percent between 1987–88 and 1990–91—from \$26,231 to \$31,296 for public school teachers and from \$16,562 to \$19,783 for private school teachers (table 5.7). During this period, the Consumer Price Index increased by 14 percent. The increase in the average basic salary is due in part to the fact that the average teacher age (and thus experience) increased, putting more teachers higher on the salary schedule.

Schools appeared to have fewer resources available to pay teachers for participating in extracurricular activities in 1990–91, compared with 1987–88. Not only did fewer teachers receive other school-year compensation (table 5.6), but also the average

amount paid to teachers in other school-year compensation (for those who received such compensation) stayed at about \$2,000 despite inflation. The average amount that teachers with nonschool income earned remained about the same in both years.

The average principal salary increased by 20 percent between 1987–88 and 1990–91, from \$37,663 to \$45,057. The increase was 18 percent for public school principals and 27 percent for private school principals.

In 1987–88, the average scheduled salary for a teacher with a bachelor's degree and no experience was \$18,035 for public districts and \$12,629 for private schools (table 5.8). By 1990–91, the averages had increased by 9 percent for public districts and 20 percent for private schools.

Benefits

Between 1987–88 and 1990–91, there was a slight increase in the percentage of public schools that offered dental insurance (from 65 percent to 67 percent) (table 5.9). There was a large increase in the percentage of public school teachers who reported receiving in-kind benefits (from 53 percent to 70 percent). It is possible, however, that a rewording of the survey question may be partially responsible for this change. In 1987–88, districts and schools were asked if "transportation" benefits were available to teachers, while in 1990–91, the item was rephrased to say "transportation (including mileage reimbursement for itinerant teachers)."

The apparent large increase in the percentage of public schools offering pension/retirement benefits is also probably a function of the different wording of the question. In 1987–88, public school districts were asked if pension contributions were available to teachers, while in 1990–91, they were asked if a retirement plan was available. The latter could include retirement plans to which only the teachers (not the district) contributed.

Table 5.7—Average amounts of compensation that full-time teachers received, and average principal salary, by sector: 1987–88 and 1990–91

	Total earnings	Average amount teachers received			Non-school income	Average principal salary
		Basic salary	Other school year comp.	Summer supple.		
1987-88						
Total	\$27,231	\$25,205	\$2,007	\$1,842	\$4,322	\$37,663
Public	28,284	26,231	2,009	1,814	4,489	41,963
Private	18,838	16,562	1,975	2,098	3,277	22,350
1990-91						
Total	32,225	29,987	1,926	1,978	4,245	45,057
Public	33,578	31,296	1,942	1,993	4,404	49,603
Private	21,673	19,783	1,712	1,864	3,302	28,384

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher and Administrator Questionnaires).

Principals were slightly more likely to receive dental insurance, group life insurance, pension benefits, and in-kind benefits (such as housing or housing expenses, meals, tuition for their children, college tuition for themselves, or car or transportation expenses) in 1990–91 than in 1987–88 (table 5.10). Similar percentages of principals received medical insurance in both years.

Table 5.8—Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by sector: 1987–88 and 1990–91

	BA, no experience	MA, no experience	MA, 20 years of experience
1987–88			
Public districts	\$18,035	\$19,676	\$30,454
Private schools	12,629	13,836	19,317
1990–91			
Public districts	\$19,913	\$21,698	\$33,199
Private schools	15,141	16,511	23,253

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Private School and Teacher Demand and Shortage Questionnaires).

Table 5.9—Percentage of schools in which teachers were offered various benefits, by sector: 1987–88 and 1990–91

	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits	Pension/Retirement plan*
1987–88					
Total	90.0	58.5	65.3	56.4	64.2
Public	94.5	65.1	71.9	53.2	67.5
Private	75.2	37.4	43.9	66.9	53.3
1990–91					
Total	90.3	59.8	64.6	69.1	88.1
Public	95.9	67.2	70.8	69.9	99.4
Private	73.6	37.6	45.8	66.8	53.9

*In 1987–88, public school districts and private schools were asked if pension contributions were available to teachers. In 1990–91, public districts were asked if teachers were covered by a retirement plan, while private schools were again asked if pension contributions were available to teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Demand and Shortage and Private School Questionnaires).

Table 5.10—Percentage of schools in which principals received various benefits, by sector: 1987–88 and 1990–91

	Medical insurance	Dental insurance	Group life insurance	Pension	Any in-kind benefits
1987–88					
Total	80.8	53.4	58.4	54.2	22.7
Public	85.3	60.6	66.6	58.5	11.9
Private	66.8	31.4	33.2	40.9	55.7
1990–91					
Total	81.3	56.4	60.1	56.9	24.3
Public	86.1	63.7	67.9	60.9	15.4
Private	65.3	32.3	34.5	43.8	53.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Administrator Questionnaire).

CHAPTER 6 • ATTITUDES

The attitudes, beliefs, and morale of educators, particularly teachers, were the object of a number of studies in the 1980s. As university researchers and teacher educators are discovering in case studies of individual teachers and schools, teachers' and principals' goals for their work with students and their beliefs about how those goals are best accomplished affect both what they do and ultimately how successful they are in promoting student achievement. The 1990-91 Schools and Staffing Survey (SASS) offers researchers the opportunity to study teachers' and principals' goals and beliefs on a much larger scale than that afforded by the smaller scale or case study research typically available to them. Changes between 1987-88 and 1990-91 are discussed in the last section.

TEACHERS' AND PRINCIPALS' GOALS

Given the national goals for education set by the President and the governors in 1989, the goals that the nation's teachers and principals espouse in their work constitute an important area of inquiry. In the 1990-91 SASS, both teachers and principals were asked to choose from a list of eight goals those they felt were most important, second most important, and third most important. Seven of the eight goals on the list were identical in both the public and private questionnaires. The goals were:

- building basic literacy skills (reading, math, writing, speaking);
- encouraging academic excellence;
- promoting occupational or vocational skills;
- promoting good work habits and self-discipline;
- promoting personal growth (self-esteem, self-knowledge, and so on);

- promoting human relations skills;
- promoting specific moral values;
- promoting multicultural awareness or understanding (public school teachers and principals only); and
- fostering religious or spiritual development (private school teachers and principals only).

Tables 6.1 and 6.2 present the percentage of teachers and principals who chose each of these goals as one of the three that they considered most important.

Teachers' Ratings of Goals

It appears that teachers' priorities are in many ways consistent with the national education goals for a literate adult population that is able to compete in a global economy and for U.S. students to be first in the world in math and science. When asked to choose among eight goals, 76 percent of all teachers rated basic literacy skills as one of their three most important goals, 69 percent rated good work habits and self-discipline as among the most important, and 40 percent of teachers rated academic excellence as among the most important (table 6.1).

Public and private school teachers rated goals differently. Public school teachers most often included basic literacy skills among their three most important goals (78 percent), followed by good work habits and self-discipline (70 percent), personal growth (63 percent), academic excellence (40 percent), human relations skills (18 percent), occupational or vocational skills (16 percent), and specific moral values (9 percent).²⁸ Private school teachers were about equally

²⁸Appendix table A21 shows comparable data for private school teachers by typology.

Table 6.1—Percentage of teachers who rated each of eight goals as their first, second, or third most important goal, by selected school characteristics: 1990–91

	Basic literacy skills	Academic excellence	Occupational/vocational skills	Work habits/self-discipline	Personal growth	Human relations skills	Specific moral values	Multi-cultural awareness
TOTAL	75.8	40.4	14.3	68.7	62.3	17.3	9.9	(*)
PUBLIC	77.8	40.1	15.6	70.1	62.7	17.7	8.9	7.1
Central city	78.1	39.8	15.8	68.8	61.0	17.2	9.1	10.2
School level								
Elementary	81.7	35.7	10.4	70.3	65.6	17.5	8.8	10.0
Secondary	71.6	48.7	24.9	66.3	51.7	16.0	9.9	11.0
Combined	67.9	32.5	35.8	63.6	60.1	24.5	8.1	7.7
Minority enrollment								
Less than 20%	76.8	40.5	13.1	73.9	64.2	18.5	6.8	6.2
20% or more	78.5	39.6	16.6	67.2	60.0	16.8	9.9	11.5
School size								
Less than 150	67.1	22.4	32.4	68.1	65.9	25.8	11.4	7.1
150 to 499	78.0	37.0	11.9	71.3	65.3	17.7	9.4	9.3
500 to 749	81.2	35.9	11.4	68.9	66.1	18.0	8.2	10.3
750 or more	76.6	44.1	19.9	67.5	55.5	16.2	9.4	10.8
Urban fringe/large town	74.9	41.8	13.3	70.2	65.1	18.4	8.7	7.4
School level								
Elementary	79.1	38.5	7.3	71.8	71.1	18.2	7.4	6.6
Secondary	68.9	47.9	22.5	68.4	54.9	18.9	10.1	8.3
Combined	63.8	34.1	23.7	61.3	70.6	15.8	19.5	11.3
Minority enrollment								
Less than 20%	73.3	42.5	12.3	72.3	67.5	18.9	8.3	5.0
20% or more	77.0	41.0	14.6	67.7	62.2	17.8	9.3	10.3
School size								
Less than 150	68.8	31.9	27.2	57.5	68.0	27.1	8.7	10.8
150 to 499	79.3	34.4	8.5	72.3	72.7	16.9	8.9	7.0
500 to 749	74.4	42.9	10.2	69.3	69.6	19.3	7.3	7.0
750 or more	72.4	46.5	18.3	69.7	57.1	18.7	9.5	7.8
Rural/small town	79.9	39.4	17.0	71.1	61.9	17.2	8.8	4.8
School level								
Elementary	84.1	35.5	10.6	72.5	67.9	18.0	7.4	4.0
Secondary	73.0	45.7	26.1	69.6	52.8	16.2	10.6	6.1
Combined	79.6	39.6	23.7	67.5	57.5	15.8	12.2	4.0
Minority enrollment								
Less than 20%	79.0	38.7	15.9	72.0	63.5	18.6	7.9	4.4
20% or more	82.1	41.2	19.6	68.9	57.7	13.8	11.1	5.7
School size								
Less than 150	79.9	36.3	16.5	70.2	66.3	17.8	7.7	5.3
150 to 499	81.6	37.9	16.3	71.5	63.0	17.1	8.3	4.4
500 to 749	80.4	38.8	14.8	71.3	62.8	18.1	9.4	4.3
750 or more	75.5	44.3	21.2	70.5	56.8	16.1	9.7	5.9

Table 6.1—Percentage of teachers who rated each of eight goals as their first, second, or third most important goal, by selected school characteristics: 1990–91—Continued

	Basic literacy skills	Academic excellence	Occupational/vocational skills	Work habits/self-discipline	Personal growth	Human relations skills	Specific moral values	Religious/spiritual development*
PRIVATE	61.7	42.1	5.2	58.8	59.0	14.3	17.6	41.4
Central city	59.9	41.9	4.8	56.9	60.8	16.2	17.9	41.7
School level								
Elementary	68.5	31.8	3.4	56.7	63.1	13.7	15.9	47.0
Secondary	45.5	57.1	5.2	55.8	59.3	15.6	25.0	36.6
Combined	57.6	46.0	6.7	58.2	58.2	21.0	15.4	36.9
Minority enrollment								
Less than 20%	57.7	43.4	4.8	56.4	61.3	14.8	18.6	42.8
20% or more	63.8	39.1	4.7	57.7	59.9	18.5	16.8	39.6
School size								
Less than 150	68.9	32.2	7.5	59.9	57.8	19.3	10.9	43.6
150 to 499	62.4	40.8	3.9	54.5	62.9	14.4	18.1	43.0
500 to 749	54.0	48.5	5.0	56.8	54.7	14.2	21.1	45.7
750 or more	47.8	48.9	4.4	61.8	63.7	20.8	22.0	30.6
Urban fringe/large town	61.4	41.2	5.2	60.3	60.2	14.1	17.2	40.4
School level								
Elementary	66.7	34.8	3.5	59.4	61.4	12.1	17.2	45.0
Secondary	46.6	54.8	4.5	58.2	58.5	14.7	27.1	35.6
Combined	59.9	44.7	8.2	62.7	59.1	16.8	13.0	35.7
Minority enrollment								
Less than 20%	62.0	41.1	4.5	59.1	59.8	13.5	17.6	42.4
20% or more	59.7	41.5	7.2	63.5	61.0	15.7	16.3	35.1
School size								
Less than 150	66.9	31.5	9.1	61.1	59.1	17.4	14.3	40.4
150 to 499	62.6	42.4	4.6	58.2	60.2	13.1	17.0	42.1
500 to 749	48.0	52.8	2.5	67.9	64.3	14.5	18.7	31.3
750 or more	53.5	46.6	2.4	63.9	58.6	11.1	24.9	39.1
Rural/small town	65.2	45.3	5.7	58.7	51.0	10.7	16.8	46.6
School level								
Elementary	68.1	38.5	4.1	55.9	52.3	12.2	16.2	52.7
Secondary	56.8	52.0	9.6	67.8	61.3	15.5	16.2	20.8
Combined	64.6	50.8	6.2	58.9	46.2	7.5	17.6	48.1
Minority enrollment								
Less than 20%	65.5	46.4	5.4	58.5	50.0	10.7	16.3	47.1
20% or more	62.9	37.9	7.6	60.0	57.9	10.8	19.6	43.2
School size								
Less than 150	63.8	41.2	6.2	57.6	45.7	9.9	18.0	57.5
150 to 499	65.8	47.2	5.6	58.9	54.0	11.7	16.0	40.8
500 to 749	66.0	59.2	—	59.6	54.2	5.8	18.4	34.2
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Private school teachers were not asked about the goal of multicultural awareness; public school teachers were not asked about religious/spiritual development.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table 6.2—Percentage of principals who rated each of eight goals as their first, second, or third most important goal, by selected school characteristics: 1990–91

	Basic literacy skills	Academic excellence	Occupational/vocational skills	Work habits/self-discipline	Personal growth	Human relations skills	Specific moral values	Multi-cultural awareness
TOTAL	69.7	59.9	10.7	54.6	59.0	16.0	9.7	(*)
PUBLIC	76.3	60.2	12.5	58.0	62.5	17.7	5.7	7.1
Central city	75.2	60.6	11.7	53.0	61.3	19.6	5.2	13.4
School level								
Elementary	76.4	60.7	7.2	53.7	63.3	20.4	4.8	13.5
Secondary	69.9	65.3	24.9	50.1	53.0	16.8	6.0	14.1
Combined	79.0	34.0	34.3	54.6	63.9	19.2	8.4	6.6
Minority enrollment								
Less than 20%	73.2	57.1	10.1	49.7	68.5	27.9	5.2	8.3
20% or more	75.9	61.8	12.2	54.2	58.9	16.8	5.2	15.1
School size								
Less than 150	84.5	39.8	29.0	45.4	71.7	19.0	2.6	7.8
150 to 499	75.1	58.1	9.1	57.6	64.6	17.9	4.4	13.2
500 to 749	75.4	60.2	8.7	52.8	58.9	24.0	6.5	13.6
750 or more	73.4	68.6	15.5	47.8	57.2	17.6	5.6	14.3
Urban fringe/large town	72.9	60.9	9.6	56.7	65.5	20.3	4.4	9.7
School level								
Elementary	74.3	60.2	5.7	56.8	67.2	21.0	4.8	10.0
Secondary	68.0	66.3	19.9	55.9	59.3	17.7	3.2	9.6
Combined	74.1	37.8	31.4	60.0	68.6	22.9	2.8	2.4
Minority enrollment								
Less than 20%	72.1	61.3	8.0	58.3	70.0	20.5	3.4	6.5
20% or more	73.9	60.5	11.6	54.8	59.9	20.1	5.5	13.7
School size								
Less than 150	53.8	41.3	20.9	74.0	79.0	16.5	6.6	7.9
150 to 499	74.2	58.1	8.1	58.9	65.1	20.8	5.2	9.6
500 to 749	74.2	63.3	6.7	55.5	65.2	20.0	3.9	11.1
750 or more	72.5	67.0	14.0	50.8	63.8	20.4	3.0	8.4
Rural/small town	78.8	59.8	14.3	61.0	61.3	15.4	6.4	2.9
School level								
Elementary	81.2	57.6	8.5	61.6	66.2	16.1	5.9	3.0
Secondary	73.2	64.7	25.3	61.0	51.5	14.3	7.6	2.5
Combined	78.9	61.8	25.9	56.0	53.9	13.5	6.0	4.0
Minority enrollment								
Less than 20%	78.4	59.4	13.3	62.3	62.3	16.1	6.1	2.0
20% or more	79.8	61.1	17.2	57.5	58.3	13.6	7.1	5.5
School size								
Less than 150	83.2	54.9	14.1	63.7	57.4	15.4	9.2	2.1
150 to 499	79.4	59.7	13.5	59.7	62.5	16.3	5.9	2.9
500 to 749	77.0	59.5	14.5	62.5	65.1	13.5	5.4	2.6
750 or more	70.1	70.7	19.7	61.1	54.1	13.9	5.2	5.2

Table 6.2—Percentage of principals who rated each of eight goals as their first, second, or third most important goal, by selected school characteristics: 1990–91—Continued

	Basic literacy skills	Academic excellence	Occupational/vocational skills	Work habits/self-discipline	Personal growth	Human relations skills	Specific moral values	Religious/spiritual development*
PRIVATE	47.8	59.0	4.9	43.2	47.6	10.5	22.6	64.4
Central city	47.1	62.0	4.3	41.4	48.7	10.4	21.2	64.7
School level								
Elementary	47.4	61.3	2.3	41.3	48.2	9.7	21.2	68.6
Secondary	25.9	79.6	3.9	34.8	54.3	7.9	21.9	71.7
Combined	60.9	52.3	10.8	46.3	46.7	14.4	20.8	47.8
Minority enrollment								
Less than 20%	40.7	68.1	3.8	40.9	49.5	7.7	19.7	69.5
20% or more	55.7	54.0	5.0	42.0	47.6	14.1	23.2	58.4
School size								
Less than 150	62.5	50.1	7.4	47.7	47.6	12.3	17.6	54.7
150 to 499	39.9	68.5	2.1	37.8	48.1	9.8	23.8	70.0
500 to 749	30.6	69.4	—	35.2	56.9	5.7	23.9	76.1
750 or more	15.1	86.8	6.1	34.6	51.0	8.6	21.7	76.1
Urban fringe/large town	47.6	59.2	5.5	45.1	48.6	8.7	19.6	65.7
School level								
Elementary	48.6	57.3	4.8	44.1	50.4	8.0	19.0	67.8
Secondary	21.8	77.4	6.4	37.6	50.0	9.9	26.7	70.3
Combined	53.5	58.0	6.7	50.0	43.5	10.3	18.9	59.0
Minority enrollment								
Less than 20%	45.1	61.9	4.4	44.6	47.0	7.2	19.3	70.4
20% or more	53.6	52.6	8.1	46.1	52.4	12.5	20.3	54.6
School size								
Less than 150	59.7	50.4	6.1	55.2	44.2	9.6	15.3	59.5
150 to 499	38.5	64.8	5.2	36.9	52.4	8.0	22.6	71.6
500 to 749	33.4	78.3	3.9	25.5	52.2	7.5	27.7	71.5
750 or more	15.2	86.7	—	40.4	54.5	7.6	30.4	64.2
Rural/small town	51.4	53.1	4.2	42.9	43.4	13.2	25.2	66.5
School level								
Elementary	55.5	46.3	4.2	39.8	47.3	14.0	23.8	69.1
Secondary	20.2	76.6	—	42.2	78.2	23.2	16.7	36.3
Combined	51.2	60.2	3.8	48.7	28.2	9.5	29.8	68.7
Minority enrollment								
Less than 20%	53.4	52.9	4.1	44.0	39.9	12.8	24.5	68.4
20% or more	42.5	54.0	—	38.2	59.2	15.2	28.3	57.8
School size								
Less than 150	58.7	45.7	4.7	45.9	40.0	14.8	25.0	65.1
150 to 499	34.3	71.9	3.2	35.5	49.6	9.1	25.6	70.7
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Private school principals were not asked about the goal of multicultural awareness; public school principals were not asked about religious/spiritual development.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Administrator Questionnaires).

likely to rate basic literacy skills, good work habits and self-discipline, and personal growth among their three most important goals (59 percent to 62 percent), followed by academic excellence and religious and spiritual development (42 percent and 41 percent, respectively), then specific moral values (18 percent), human relations skills (14 percent), and finally, occupational and vocational skills (5 percent).

Even though both were most likely to rate basic literacy skills as an important goal, public school teachers were more likely to do so than were private school teachers (figure 6.1). Public school teachers were also more likely than private school teachers to rate occupational or vocational skills, work habits and self-discipline, personal growth, and human relations skills as important. Private school teachers were more likely than public school teachers to rate promoting specific moral values as one of the most important goals.

In public schools, teachers' ratings of goals also varied by level. In all community types, elementary school teachers were more likely than secondary

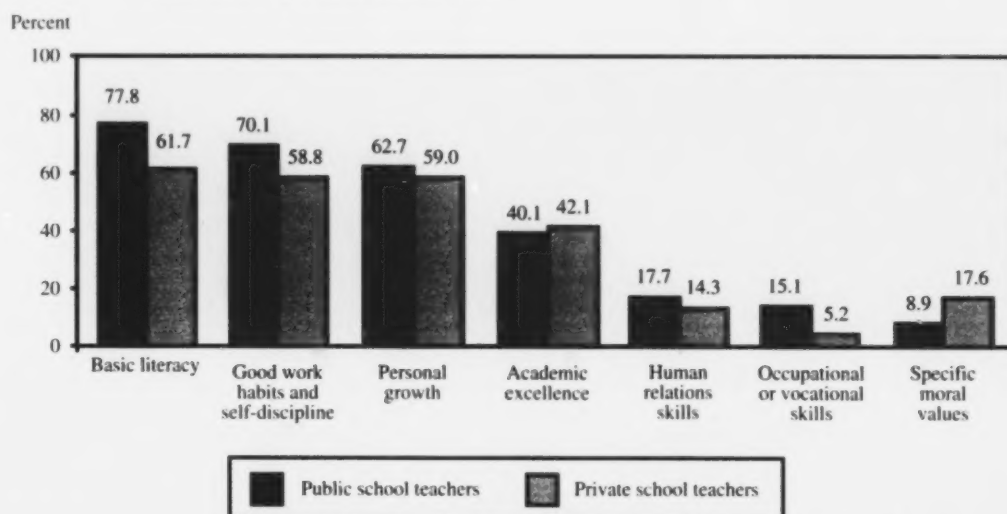
school teachers to rate basic literacy skills and personal growth as among the most important goals. Secondary school teachers, in contrast, were more likely than elementary school teachers to rate academic excellence and occupational or vocational skills as among the most important education goals. Differences by level among private school teachers were less systematic.

Principals' Ratings of Goals

Principals most often included basic literacy skills among the top three goals, followed by academic excellence and personal growth (table 6.2).²⁹ Principals were next most likely to choose good work habits and self-discipline, followed by human relations skills, and then occupational or vocational skills and specific moral values. Whereas public school principals' ratings generally followed this pattern, private school principals were more likely to

²⁹Appendix table A22 shows comparable data for private school principals by typology.

Figure 6.1—Percentage of public and private school teachers who rated various goals as their first, second, or third most important goal: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

rate religious or spiritual development than any of the other goals except academic excellence among the most important goals. Public school principals were more likely than private school principals to rate basic literacy skills, occupational or vocational skills, personal growth, and human relations skills as among the most important (figure 6.2). Conversely, private school principals were more likely than public school principals to rate specific moral values as one of the most important goals.

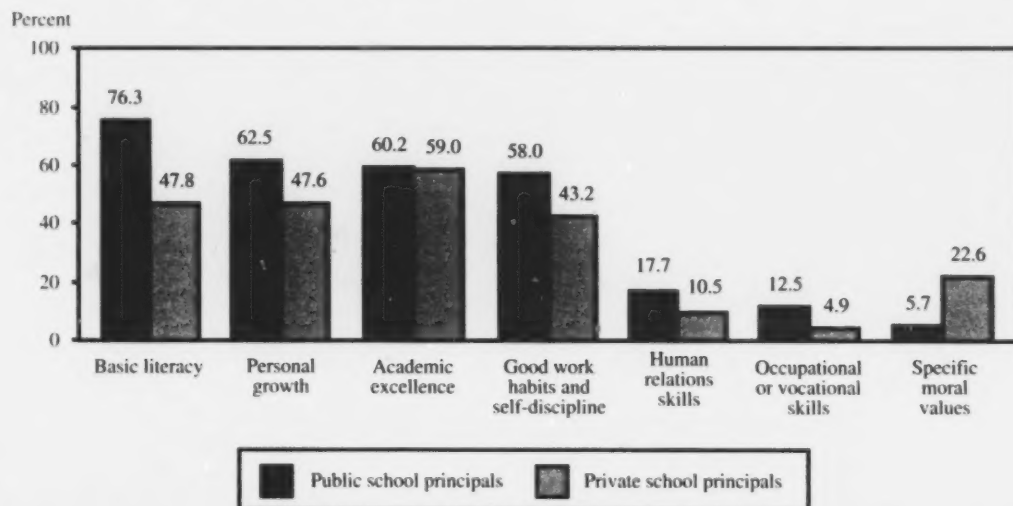
Comparisons of Teachers' and Principals' Ratings

Teachers and principals differed in the importance they placed upon various education goals. Moreover, differences between teachers and principals were not always consistent across sectors. In public schools, teachers were more likely than principals to rate basic literacy skills, occupational or vocational skills, work habits and self-discipline, and specific moral values as being among the most important goals (tables 6.1 and 6.2). In both public and private schools, principals were more likely than teachers to

rate academic excellence as among the most important goals (figures 6.1 and 6.2). In addition to basic literacy skills and work habits and self-discipline, private school teachers were more likely than private school principals to rate personal growth and human relations skills as one of the most important goals. As opposed to public school teachers and principals, private school principals were more likely than teachers to rate specific moral values as among the most important goals.

Given this variation in teachers' and principals' ratings of education goals in both public and private schools, it is clear that further analyses remain to be done. Through such analyses researchers may discover the sources of the differences between teachers and principals on the one hand and between public and private school educators on the other, and how these differences affect teachers' and principals' practice and student achievement. In turn, this information may assist policymakers and educators in reaching national goals for school improvement and student achievement.

Figure 6.2—Percentage of public and private school principals who rated various goals as their first, second, or third most important goal: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Administrator Questionnaire).

SCHOOL PROBLEMS

School problems such as student tardiness, or physical conflicts among students can divert attention from academically oriented work and may hinder effective teaching and learning. Thus, the extent to which teachers and principals believe that their schools have serious problems is an important indicator of the schools' learning environment. Moreover, the extent to which teachers and principals agree on which school problems are serious may affect their ability to cooperate in solving them and to proceed with the work that they find most critical, teaching and learning.

In both the 1987-88 and 1990-91 administrations of SASS, teachers and principals were asked to indicate the extent to which each of the matters listed below was a problem in their school. Specifically, they were asked to indicate whether it was a serious problem, a moderate problem, a minor problem, or not a problem in their school.

- student tardiness
- student absenteeism
- teacher absenteeism
- students cutting class
- physical conflicts among students
- robbery or theft
- vandalism of school property
- student pregnancy
- student use of alcohol
- student drug abuse
- student possession of weapons
- physical abuse of teachers
- verbal abuse of teachers

In 1990-91, seven additional matters were added to the list:

- student disrespect for teachers
- students dropping out
- student apathy
- lack of academic challenge
- lack of parent involvement
- parental alcoholism and/or drug abuse
- poverty
- racial tension
- cultural conflict

In 1990-91 more than 10 percent of teachers rated seven problems as being serious in their schools.³⁰ The problems were: lack of parent involvement (25 percent), student apathy (21 percent), poverty (17 percent), student absenteeism (14 percent), student disrespect for teachers (13 percent), parental alcoholism and/or drug abuse (12 percent), and student tardiness (11 percent). Although student absenteeism and student tardiness were among the problems that teachers rated as serious most frequently in both administrations of the SASS, the other five problems that teachers rated as serious in 1990-91 were not asked about in the 1987-88 SASS.

In the 1987-88 SASS, with the more limited list, teachers were most likely to report that student absenteeism, student alcohol use, student tardiness, student drug abuse, and verbal abuse of teachers were serious problems in their schools.³¹ Table 6.3 shows the percentage of teachers and principals who reported that each of these five problems was serious in their schools in 1990-91.

Teachers' Opinions

Relatively few teachers perceived any of the five problems as serious in their schools. Of the five, teachers most often reported student absenteeism as being a serious problem in their schools (13 percent), followed by student tardiness (10 percent), then student alcohol use (8 percent) and verbal abuse of teachers (7 percent), and finally student drug abuse (4 percent) (table 6.3).³² However, public school teachers were more likely than private school teachers to rate all five problems as serious in their schools. For example, whereas 4 percent or more of public school teachers rated all five problems as

³⁰U.S. Department of Education, National Center for Education Statistics, "What are the Most Serious Problems in Schools?," Issue Brief IB-3-93 (Washington, D.C.: January, 1993).

³¹U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1987-88*, NCES 92-120 (Washington, D.C.: 1992), 84-93.

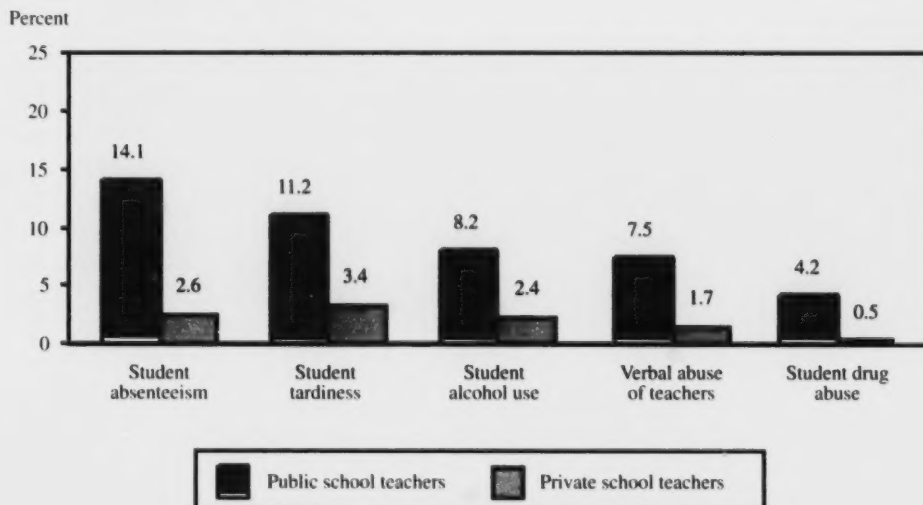
³²Appendix table A23 shows comparable data for public school teachers and principals by state. Comparable data for private school teachers and principals are not shown because very few private school teachers and principals viewed these problems as serious.

being serious in their schools, less than 4 percent of private school teachers rated any of them as serious (figure 6.3).

Generally, public school teachers in more urban communities were more likely than their counterparts in less urban communities to perceive school problems as serious. Among public school teachers, those who taught in central cities were more likely than their counterparts in urban fringe/large town communities to cite all the problems except for student alcohol use as serious. Public school teachers in urban fringe/large town communities were more likely than their counterparts in rural communities to view student absenteeism, tardiness, and verbal abuse of teachers as serious problems. There was one exception to this trend, however. Teachers in rural communities or small towns were more likely than teachers in more urban areas to perceive student alcohol use as a serious problem. On the other hand, private school teachers' perceptions of the seriousness of school problems were not systematically related to the community types of their schools.

Public school teachers' perceptions of the seriousness of school problems also varied by school level and the proportion of minority students enrolled in their schools. In public schools of all community types, secondary school teachers were more likely than elementary school teachers to rate all problems as serious. Nearly 40 percent of public urban secondary school teachers viewed student absenteeism as a serious problem in their schools, and more than 30 percent viewed student tardiness as serious. Teachers in schools with 20 percent or more minority enrollment were more likely to rate student absenteeism, tardiness, drug abuse, and verbal abuse of teachers as serious problems than were teachers in schools with lower proportions of minority students, regardless of community type. Differences among private school teachers were not systematic, and in all categories, relatively few private school teachers viewed these problems as serious.

Figure 6.3—Percentage of public and private school teachers who perceived certain issues as serious problems in their schools: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

Table 6.3—Percentage of teachers and principals who perceived certain issues as serious problems* in their schools, by selected school characteristics: 1990–91

	Teachers					Principals				
	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers
TOTAL	12.7	7.5	10.2	3.8	6.8	5.3	3.5	4.2	1.1	1.4
PUBLIC	14.1	8.2	11.2	4.2	7.5	6.6	4.3	5.0	1.3	1.5
Central city	20.7	6.3	18.1	4.8	12.8	10.9	2.7	9.0	1.7	2.8
School level										
Elementary	11.8	0.9	11.2	1.0	11.4	7.0	0.7	6.1	0.5	2.3
Secondary	38.7	17.1	32.1	12.2	15.2	24.8	10.4	20.2	6.2	3.9
Combined	21.1	7.8	16.4	6.9	16.5	15.9	3.4	9.0	2.5	8.3
Minority enrollment										
Less than 20%	10.3	6.9	8.9	3.6	3.3	3.5	3.3	5.7	1.3	1.0
20% or more	24.0	6.1	21.0	5.1	15.7	13.4	2.5	10.1	1.8	3.5
School size										
Less than 150	21.4	8.9	7.1	9.3	16.2	13.6	5.9	4.0	5.9	7.1
150 to 499	11.0	1.8	9.1	1.4	8.0	6.1	1.2	6.1	1.2	2.3
500 to 749	13.8	2.4	12.9	2.5	13.1	11.8	1.5	9.8	0.5	2.5
750 or more	30.0	11.0	26.4	7.8	15.1	16.6	5.6	13.4	3.1	3.3
Urban fringe/large town	13.0	6.6	10.5	3.7	6.4	5.4	3.5	4.9	1.2	1.7
School level										
Elementary	5.7	0.3	4.8	0.3	4.6	2.9	0.3	3.1	0.3	1.1
Secondary	25.0	16.4	19.5	8.6	8.9	13.1	13.2	11.0	3.3	2.5
Combined	13.1	12.6	14.0	13.5	12.3	11.9	12.1	3.6	8.0	9.8
Minority enrollment										
Less than 20%	8.5	6.6	7.3	2.7	3.5	3.9	3.6	3.4	0.7	1.0
20% or more	18.5	6.5	14.5	5.1	10.0	7.3	3.3	6.7	1.8	2.5
School size										
Less than 150	10.4	9.3	4.5	10.6	13.2	4.6	9.7	1.6	4.5	6.8
150 to 499	6.0	2.4	5.1	2.4	4.0	4.4	1.4	2.8	0.8	1.2
500 to 749	6.9	2.0	5.6	1.0	4.7	3.1	1.1	4.2	0.5	1.8
750 or more	21.6	12.2	17.3	6.2	9.0	10.2	9.3	10.3	2.2	1.5
Rural/small town	10.6	10.7	7.1	4.3	4.7	5.1	5.5	3.1	1.1	0.8
School level										
Elementary	4.4	2.5	2.8	1.0	3.6	2.3	1.0	1.4	0.3	0.7
Secondary	20.6	23.1	13.9	9.3	6.3	11.4	15.6	6.8	3.1	1.0
Combined	10.8	16.1	8.2	5.6	6.4	6.2	7.4	4.4	1.6	1.3
Minority enrollment										
Less than 20%	8.9	10.8	5.6	3.6	3.3	4.1	5.9	2.5	1.1	0.7
20% or more	14.7	10.6	10.9	5.9	8.2	7.9	4.3	4.8	1.3	1.1
School size										
Less than 150	7.6	11.8	4.4	2.9	3.5	4.4	7.0	1.2	1.9	0.8
150 to 499	7.7	8.9	5.4	2.9	3.9	4.3	4.6	3.1	0.6	0.6
500 to 749	9.4	8.6	5.7	3.7	4.2	5.0	4.4	2.6	1.2	0.8
750 or more	19.0	16.7	13.4	8.3	7.7	10.7	9.9	7.6	2.5	1.7

Table 6.3—Percentage of teachers and principals who perceived certain issues as serious problems* in their schools, by selected school characteristics: 1990–91—Continued

	Teachers					Principals				
	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers
PRIVATE	2.6	2.4	3.4	0.5	1.7	0.8	0.7	1.4	0.3	1.1
Central city	2.9	2.9	3.7	0.6	1.6	0.8	0.8	1.7	0.3	1.4
School level										
Elementary	1.3	—	2.3	—	0.5	—	0.0	1.9	0.0	0.9
Secondary	5.4	9.1	7.2	1.2	2.1	1.5	5.1	2.2	2.4	—
Combined	3.5	2.5	3.1	0.9	2.9	—	0.2	—	0.0	3.4
Minority enrollment										
Less than 20%	2.4	2.8	2.7	0.4	1.1	0.8	0.7	1.0	0.3	1.8
20% or more	3.8	3.2	5.5	0.9	2.3	—	0.8	2.6	—	0.8
School size										
Less than 150	2.3	0.8	4.2	0.5	4.1	1.3	—	1.9	0.7	3.4
150 to 499	2.6	1.7	3.6	0.6	0.7	0.6	—	1.7	0.0	—
500 to 749	4.3	6.3	3.3	0.8	1.5	0.0	2.8	—	—	0.0
750 or more	2.9	5.8	4.0	—	1.6	0.0	6.7	0.0	0.0	0.0
Urban fringe/large town	2.3	2.1	2.6	0.7	2.2	0.9	0.8	1.0	0.4	0.9
School level										
Elementary	0.9	—	1.2	—	0.8	—	0.0	0.6	0.0	—
Secondary	5.0	8.9	4.5	2.0	0.9	2.5	3.0	2.9	—	—
Combined	3.0	2.0	4.0	0.8	4.7	—	2.1	1.4	1.2	1.9
Minority enrollment										
Less than 20%	1.9	2.2	1.9	0.4	1.4	—	0.9	—	—	—
20% or more	3.3	1.7	4.5	1.4	4.3	2.5	0.6	3.2	0.9	2.4
School size										
Less than 150	3.4	1.3	2.6	1.1	5.0	1.8	0.7	1.9	0.9	1.9
150 to 499	1.5	1.4	2.4	0.3	1.6	—	0.5	—	0.0	0.0
500 to 749	4.6	5.2	5.6	1.7	—	0.0	—	0.0	0.0	0.0
750 or more	2.0	5.1	1.4	—	—	0.0	—	0.0	0.0	0.0
Rural/small town	2.8	2.2	3.3	0.3	1.4	0.7	0.4	1.2	0.2	1.3
School level										
Elementary	0.5	—	1.2	0.0	0.7	—	—	1.2	—	—
Secondary	5.3	10.1	4.4	1.3	2.6	—	2.8	—	—	—
Combined	4.6	1.7	5.2	0.2	1.9	—	—	1.5	—	3.0
Minority enrollment										
Less than 20%	2.9	2.3	3.0	0.2	1.1	—	0.5	0.7	—	0.2
20% or more	2.0	0.9	5.3	0.9	3.8	—	—	3.7	—	6.1
School size										
Less than 150	3.6	0.8	2.4	0.4	1.8	—	—	1.1	—	1.7
150 to 499	2.3	2.6	3.6	0.2	0.9	—	0.6	1.8	—	—
500 to 749	—	2.6	—	0.0	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Teachers and principals were defined as perceiving these issues as serious problems in their schools if they responded with a 1 on a 4-point scale of problem seriousness, with 1 representing a serious problem.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Principals' Opinions

Compared with the other four problems included in table 6.3, principals were most likely to view student absenteeism as a serious problem in their schools. However, only 5 percent of principals did so. Although public school principals were more likely than private school principals to perceive all but verbal abuse of teachers as serious problems (figure 6.4), less than 7 percent of public school principals and less than 2 percent of private school principals perceived any of the five problems as serious.

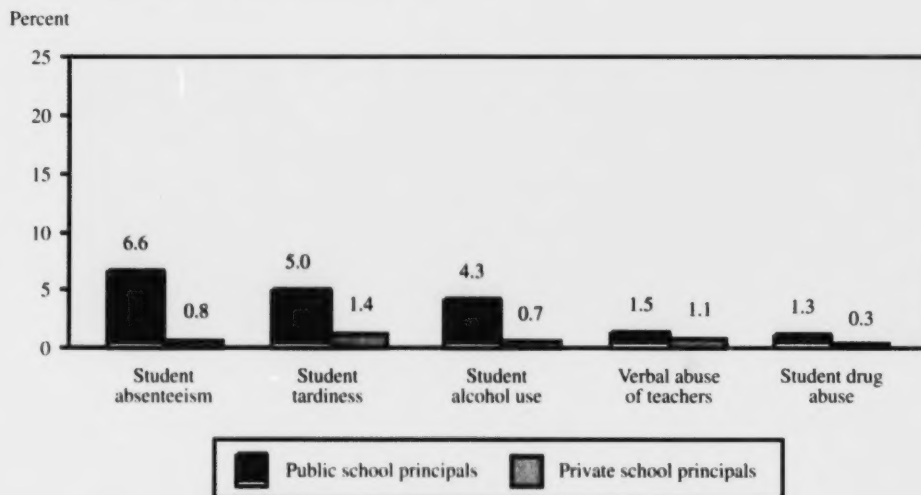
Some differences among public school principals' perceptions of the seriousness of problems were observed by community type, school level, and minority enrollment. Public school principals in central cities were more likely than their counterparts in other communities to view student absenteeism and student tardiness as serious school problems: 9 percent or more of central city principals viewed these problems as serious, compared with 3 to 5 percent of other principals. In public schools, rural/small town principals were more likely than those in central city

or urban fringe/large town communities to view students' use of alcohol as serious problems in their schools. In public schools across all three community types, secondary school principals were more likely than elementary school principals to view all but verbal abuse of teachers as serious problems. Principals in public schools with 20 percent or more minority students were more likely than other public school principals to view student absenteeism and tardiness as serious problems, also regardless of community type.

Comparing Teachers' and Principals' Opinions

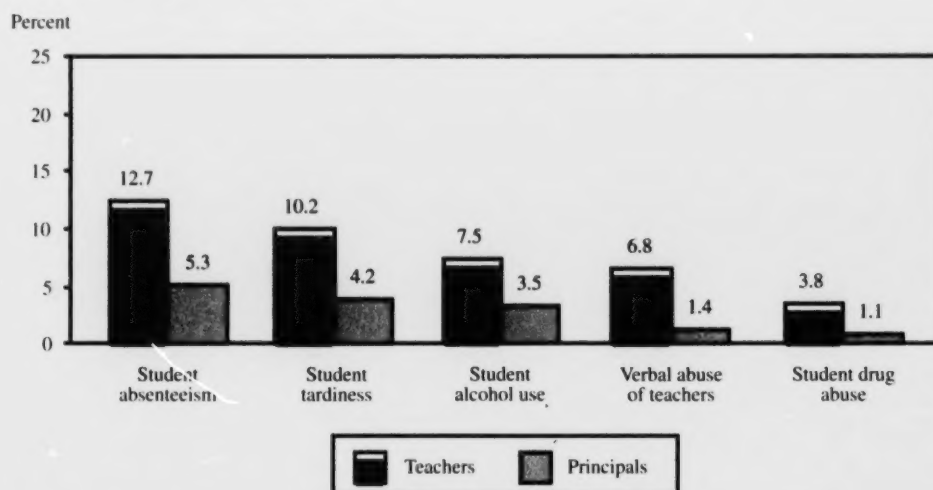
Although relatively few teachers or principals viewed these five problems as being serious in their schools, teachers were more likely to do so than principals (figure 6.5). In public schools, teachers were more likely than principals to perceive all five problems as serious, and in private schools, this trend held for student absenteeism, alcohol use, and tardiness. The systematic differences observed among teachers in public schools of different levels and enrollment patterns were not consistently found among principals.

Figure 6.4—Percentage of public and private school principals who perceived certain issues as serious problems in their schools: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Administrator Questionnaire).

Figure 6.5—Percentage of teachers and principals who perceived certain issues as serious problems in their schools: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Administrator and Teacher Questionnaires).

Because this analysis is limited to five of the 22 problems that teachers and principals were asked about in the 1990–91 SASS, further analyses are required to determine if principals generally have more positive views of their schools than do teachers, or if principals and teachers view different school problems as serious. In either case, additional research is also necessary to discover whether and how the discrepancies between teachers' and principals' views of school problems affect their abilities to cooperate to encourage student learning.

INFLUENCE ON SCHOOL PRACTICES

Although the reform movement of the 1980s included more state- and district-level mandates governing school standards, such as graduation requirements and curricular changes, both policymakers and teachers and principals themselves have frequently called for greater autonomy among teachers and principals, that is, greater control at the school level over educating students. Developing school organizations in which the authority to make decisions about various school activities maximizes school productivity

requires greater understanding of who makes which decisions in schools. In the 1990–91 SASS, both teachers and principals were asked about the extent to which they or others who are involved in school activities, including state departments of education, school boards, librarians, and parent associations, influenced decisions made in various areas of school governance.

Teachers' Perceptions

Between 30 percent and 40 percent of teachers reported that they had a great deal of influence over discipline policy, the content of inservice programs, grouping students in classes by ability, and establishing curriculum (table 6.4). Private school teachers were more likely than public school teachers to believe that they had control over all four of these areas: 45 percent or more of private school teachers reported that they had a great deal of control over discipline policy, grouping students in classes, and establishing curriculum, compared with 27 percent to 37 percent of public school teachers (figure 6.6). In public schools of all community types, elementary

Table 6.4—Percentage of teachers who thought that they had a great deal of influence* on certain policies, by selected school characteristics: 1990-91

	Determining discipline policy	Content of inservice training	Grouping students in classes by ability	Establishing curriculum
TOTAL	39.1	33.3	29.0	37.5
PUBLIC	37.0	32.9	26.7	35.2
Central city	36.1	32.1	26.3	27.8
School level				
Elementary	41.6	33.6	30.9	26.2
Secondary	24.7	28.7	16.3	30.3
Combined	39.3	36.9	34.3	38.2
Minority enrollment				
Less than 20%	42.1	37.7	28.8	35.2
20% or more	34.3	30.4	25.5	25.6
School size				
Less than 150	55.8	42.0	38.4	47.2
150 to 499	45.4	37.8	33.2	29.1
500 to 749	40.5	33.5	28.8	25.4
750 or more	27.8	27.9	20.7	28.0
Urban fringe/large town	38.3	34.2	29.0	35.7
School level				
Elementary	44.9	34.8	34.3	32.4
Secondary	26.5	33.2	19.8	40.7
Combined	49.1	35.5	34.9	43.6
Minority enrollment				
Less than 20%	38.9	33.6	29.8	38.0
20% or more	37.5	35.1	28.0	32.9
School size				
Less than 150	52.6	33.0	36.7	44.2
150 to 499	50.0	35.6	36.2	34.1
500 to 749	42.2	34.8	32.5	36.1
750 or more	27.4	33.0	21.7	36.4
Rural/small town	37.3	32.3	25.9	39.8
School level				
Elementary	43.7	33.7	31.0	38.5
Secondary	27.2	30.4	17.6	42.4
Combined	35.1	31.2	25.8	36.8
Minority enrollment				
Less than 20%	38.9	33.3	27.5	42.8
20% or more	33.4	30.0	21.8	32.2
School size				
Less than 150	47.5	34.8	32.0	46.9
150 to 499	39.8	32.2	27.6	40.7
500 to 749	36.8	34.0	25.6	37.8
750 or more	29.0	29.8	20.5	37.9

Table 6.4—Percentage of teachers who thought that they had a great deal of influence* on certain policies, by selected school characteristics: 1990–91—Continued

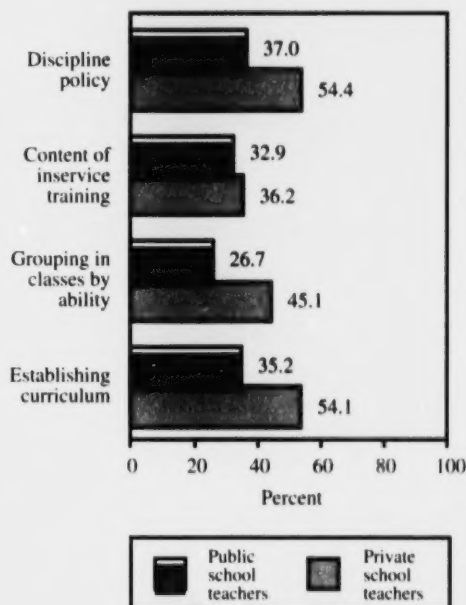
	Determining discipline policy	Content of inservice training	Grouping students in classes by ability	Establishing curriculum
PRIVATE	54.4	36.2	45.1	54.1
Central city	53.3	34.0	43.0	53.1
School level				
Elementary	61.0	34.0	49.4	53.1
Secondary	40.7	31.9	35.2	50.8
Combined	50.9	35.9	38.8	55.3
Minority enrollment				
Less than 20%	53.8	34.7	42.0	55.0
20% or more	52.4	32.8	45.0	49.8
School size				
Less than 150	63.3	43.2	52.2	62.6
150 to 499	55.8	31.8	42.3	51.3
500 to 749	46.2	31.9	43.7	52.5
750 or more	41.1	33.7	34.5	49.6
Urban fringe/large town	54.0	37.0	46.1	55.8
School level				
Elementary	60.1	37.1	52.1	51.8
Secondary	41.3	32.6	39.8	57.8
Combined	50.4	38.6	40.0	60.8
Minority enrollment				
Less than 20%	52.8	35.7	46.1	56.1
20% or more	56.9	40.3	46.1	55.0
School size				
Less than 150	59.6	42.6	45.5	55.6
150 to 499	54.2	33.8	46.1	54.9
500 to 749	47.9	44.5	43.7	60.9
750 or more	44.5	34.9	49.9	56.6
Rural/small town	57.4	37.6	48.0	52.2
School level				
Elementary	62.9	37.9	52.5	52.1
Secondary	42.8	42.2	31.4	56.9
Combined	56.1	35.8	48.4	50.7
Minority enrollment				
Less than 20%	57.7	37.3	48.1	50.9
20% or more	55.7	39.5	47.5	60.9
School size				
Less than 150	61.7	35.4	52.3	48.6
150 to 499	55.4	37.3	45.5	53.8
500 to 749	52.6	52.5	43.7	61.7
750 or more	—	—	—	—

—Too few cases for a reliable estimate.

*Teachers were defined as having thought they had a great deal of influence if they responded with a 5 or 6 on a 6-point scale of influence, with 6 representing *a great deal of influence*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Figure 6.6—Percentage of public and private school teachers who thought that they had a great deal of influence on decisions about various school policies: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Questionnaire).

school teachers were more likely than secondary school teachers to report that they had a great deal of influence over discipline policy and ability grouping of students, and secondary school teachers were more likely than elementary school teachers to report that they had a great deal of control over curriculum.

Principals' Perceptions

Principals were asked to rate the amount of influence that various groups typically involved in school decision making exerted over three areas of school life: establishing curriculum, the hiring of full-time teachers, and determining discipline policies in their schools. In both sectors, their responses varied among the three areas of influence as well as among the various participants in school governance (e.g., state department of education, parent association).

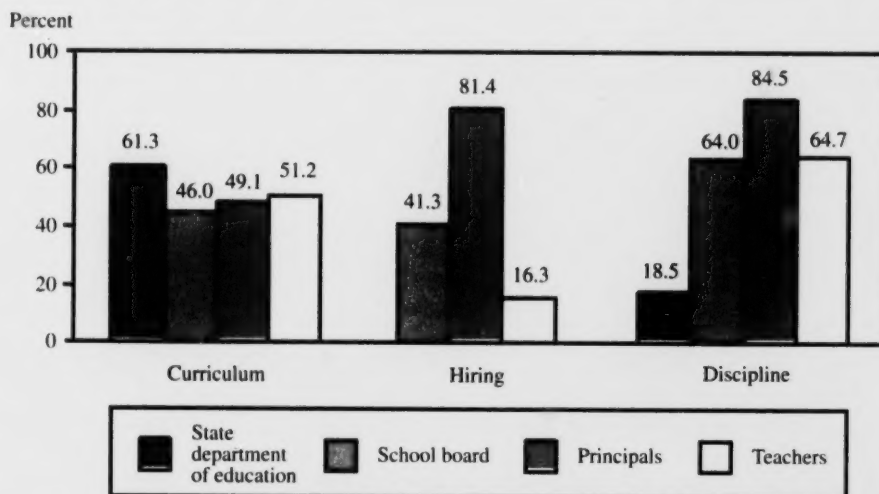
From the perspectives of school principals, school governance is complex, with the influence of different groups varying with the area of school life.

Public school principals' views. Although public school principals didn't view librarians or media specialists or parent associations as having a great deal of influence over curricular decisions, their perceptions of other groups' influence varied dramatically across the three policy areas (tables 6.5 and 6.6). With respect to establishing curriculum, 61 percent of public school principals perceived the state department of education as exerting a great deal of influence over decisions (table 6.5). In comparison, 46 percent to 51 percent of public school principals perceived the school board, teachers, or themselves as having a great deal of influence over curricular decisions (figure 6.7).³³ With respect to hiring full-time teachers, public school principals were most likely to see themselves as having a great deal of influence: 81 percent viewed themselves as having a great deal of influence over teacher hiring, compared with 41 percent viewing school boards and 16 percent viewing teachers as having a great deal of influence in this area (table 6.6). Relatively few public school principals reported that state departments of education had a great deal of influence over discipline policy decisions. Rather, principals were most likely to perceive themselves, followed by teachers and school boards, as being influential in this area.

Private school principals' views. Private school principals were most likely to perceive themselves as having a great deal of influence in all three policy areas (tables 6.5 and 6.6, figure 6.8). Public school principals' perceptions of their own influence relative to that of others varied across policy areas. Seventy percent or more of private school principals also believed that teachers had a great deal of influence over curricular decisions and discipline policy.

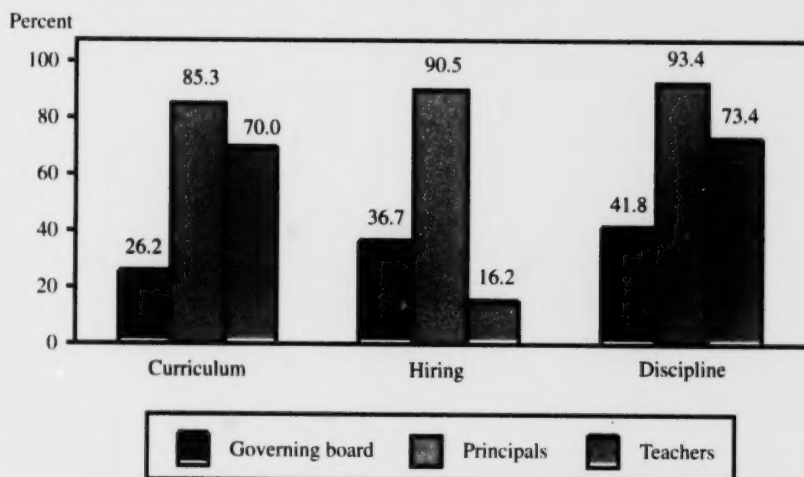
³³Public school principals were asked to rate the influence of the school board and private school principals were asked to rate the influence of the governing board.

Figure 6.7—Percentage of public school principals who thought that various groups or persons had a great deal of influence on decisions about establishing curriculum, hiring full-time teachers, and discipline policy: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Administrator Questionnaire).

Figure 6.8—Percentage of private school principals who thought that various groups or persons had a great deal of influence on decisions about establishing curriculum, hiring full-time teachers, and discipline policy: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Administrator Questionnaire).

Table 6.5—Percentage of principals who thought that various groups or persons had a great deal of influence¹ on decisions about establishing curriculum, by selected school characteristics: 1990-91

	State department of education	School or governing board	Principal	Teachers	Librarians or media specialists	Parent association
TOTAL	(²)	41.4	57.5	55.6	13.8	7.7
PUBLIC	61.3	46.0	49.1	51.2	12.7	7.1
Central city	63.1	55.2	38.8	39.6	9.6	8.7
School level						
Elementary	64.6	56.1	37.0	37.5	10.0	9.2
Secondary	59.9	53.7	43.3	44.8	8.5	6.5
Combined	47.3	45.2	50.7	54.7	8.8	10.6
Minority enrollment						
Less than 20%	56.2	52.6	41.4	46.9	10.4	7.3
20% or more	65.4	56.1	37.9	37.1	9.4	9.2
School size						
Less than 150	49.7	44.2	51.7	60.4	4.5	8.9
150 to 499	60.6	56.5	37.9	35.9	8.2	7.5
500 to 749	67.9	56.1	37.3	41.1	9.5	9.9
750 or more	63.9	54.3	39.3	39.7	12.9	9.4
Urban fringe/large town	60.4	49.4	47.1	50.6	13.2	7.7
School level						
Elementary	61.1	49.7	46.2	50.0	14.1	8.2
Secondary	60.2	49.9	49.5	52.5	9.9	6.1
Combined	42.8	37.6	51.3	54.4	13.0	8.4
Minority enrollment						
Less than 20%	56.5	49.0	47.5	52.3	13.7	7.6
20% or more	65.2	49.8	46.5	48.7	12.5	7.9
School size						
Less than 150	50.7	33.1	47.0	50.8	2.4	4.8
150 to 499	59.9	53.0	48.4	50.9	15.7	9.1
500 to 749	61.6	45.5	46.5	49.8	12.9	5.6
750 or more	61.7	50.5	45.3	51.2	10.9	8.5
Rural/small town	61.0	39.6	55.1	57.1	13.7	5.7
School level						
Elementary	61.2	39.1	52.8	57.6	15.0	6.2
Secondary	60.6	40.4	59.6	57.1	11.1	4.4
Combined	60.9	41.3	58.8	52.5	11.9	6.2
Minority enrollment						
Less than 20%	58.1	39.0	55.8	59.3	13.7	5.5
20% or more	69.2	41.3	53.2	50.8	13.8	6.5
School size						
Less than 150	56.3	37.9	58.8	57.7	12.9	5.7
150 to 499	62.3	40.4	53.5	56.1	13.4	5.2
500 to 749	59.5	37.4	57.5	61.3	16.3	6.7
750 or more	65.3	42.3	52.3	53.3	11.6	6.6

Table 6.5—Percentage of principals who thought that various groups or persons had a great deal of influence¹ on decisions about establishing curriculum, by selected school characteristics: 1990-91—Continued

	School or governing board	Principal	Teachers	Librarians or media specialists	Parent association
PRIVATE	26.2	85.3	70.0	17.4	9.9
Central city	23.1	85.5	71.2	19.7	7.2
School level					
Elementary	25.0	86.2	73.8	22.4	8.6
Secondary	15.2	87.1	71.9	18.7	4.8
Combined	22.4	82.4	62.7	11.8	4.4
Minority enrollment					
Less than 20%	25.8	88.3	74.1	19.8	7.5
20% or more	19.4	81.9	67.5	19.6	6.8
School size					
Less than 150	28.6	80.3	62.2	13.7	7.6
150 to 499	19.8	89.5	78.0	23.6	7.7
500 to 749	19.2	85.4	73.8	24.6	4.7
750 or more	16.2	88.2	71.6	21.8	—
Urban fringe/large town	23.4	88.1	73.4	18.4	7.7
School level					
Elementary	19.2	87.5	75.7	19.8	8.3
Secondary	21.0	89.4	73.6	15.3	6.7
Combined	34.8	89.3	67.7	15.9	6.5
Minority enrollment					
Less than 20%	22.2	89.6	74.0	17.5	8.8
20% or more	26.4	84.5	72.1	20.7	5.0
School size					
Less than 150	29.1	84.8	67.9	12.6	5.5
150 to 499	18.7	92.1	78.4	24.0	10.8
500 to 749	10.3	83.1	78.3	20.8	0.0
750 or more	25.0	82.0	76.2	17.8	—
Rural/small town	31.0	81.2	65.4	12.8	15.2
School level					
Elementary	30.1	81.5	69.4	11.3	15.9
Secondary	10.3	75.1	79.1	11.4	5.2
Combined	37.3	81.9	55.1	16.0	16.3
Minority enrollment					
Less than 20%	32.4	84.6	68.2	13.1	16.2
20% or more	24.6	65.6	52.5	11.7	10.7
School size					
Less than 150	37.5	77.2	59.6	9.4	17.9
150 to 499	15.1	90.6	80.0	21.0	8.7
500 to 749	—	—	—	—	—
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.

¹Principals were defined as having thought that groups had a great deal of influence on decisions if they responded with a 5 or 6 on a 6-point scale of influence, with 6 representing a *great deal of influence*.

²The Private School Administrator Questionnaire did not include "State Department of Education" as a possible response to this question.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Table 6.6—Percentage of principals who thought that various groups or persons had a great deal of influence¹ on decisions about hiring full-time teachers and setting discipline policy, by selected school characteristics: 1990-91

	Hiring full-time teachers				State department of ed.	Setting discipline policy			
	School or governing board	Principal	Teachers	Parent association		School or governing board	Principal	Teachers	Parent association
TOTAL	40.3	83.5	16.3	2.8	(²)	58.8	86.6	66.7	12.6
PUBLIC	41.3	81.4	16.3	2.6	18.5	64.0	84.5	64.7	12.8
Central city	40.3	70.3	15.3	3.0	24.6	68.8	77.5	59.3	17.1
School level									
Elementary	41.2	69.2	14.9	3.3	25.5	68.5	76.7	60.6	19.1
Secondary	38.9	73.9	15.8	1.8	20.9	71.4	80.8	55.5	9.7
Combined	29.7	75.7	19.3	3.0	24.2	61.4	77.1	52.5	16.1
Minority enrollment									
Less than 20%	32.6	84.3	19.0	4.3	20.2	60.8	82.3	65.2	15.4
20% or more	42.9	65.6	14.0	2.6	26.1	71.5	75.9	57.3	17.7
School size									
Less than 150	29.8	79.5	25.1	4.2	18.8	65.7	80.6	59.3	13.1
150 to 499	45.2	64.3	13.4	4.5	22.0	67.5	74.6	58.4	16.5
500 to 749	36.7	74.4	18.1	2.4	27.5	69.2	79.7	62.8	20.3
750 or more	38.8	73.2	13.2	1.3	26.3	70.8	78.9	56.7	15.3
Urban fringe/large town	33.9	83.7	18.2	2.0	17.3	63.6	85.4	67.1	13.5
School level									
Elementary	34.4	83.2	17.0	2.1	17.5	63.8	85.1	69.7	14.2
Secondary	34.4	85.3	22.5	1.4	16.5	64.6	86.5	58.6	11.1
Combined	19.3	82.6	19.4	2.7	17.4	53.7	84.1	64.3	12.1
Minority enrollment									
Less than 20%	33.1	87.5	19.3	2.6	16.2	59.5	87.1	68.4	14.2
20% or more	34.9	78.9	16.9	1.2	18.6	68.7	83.3	65.5	12.5
School size									
Less than 150	42.7	79.5	28.4	1.1	16.5	61.9	80.8	61.7	14.1
150 to 499	35.0	80.6	15.1	2.9	18.4	61.1	85.4	69.3	12.4
500 to 749	32.1	84.6	20.6	1.1	15.2	64.3	87.1	69.2	16.2
750 or more	32.4	89.1	19.4	1.4	17.9	67.9	84.4	61.5	12.0
Rural/small town	45.2	85.3	15.5	2.7	16.3	62.0	87.6	66.2	10.6
School level									
Elementary	46.0	84.9	15.9	2.7	16.9	60.4	86.5	68.9	11.9
Secondary	42.8	88.3	15.0	2.7	14.2	65.0	91.3	61.9	8.0
Combined	47.2	77.2	14.0	2.7	20.0	64.4	83.9	57.8	8.8
Minority enrollment									
Less than 20%	42.9	85.9	16.7	2.7	13.3	58.8	88.1	67.9	9.9
20% or more	51.8	83.7	12.3	2.6	24.8	70.9	86.4	61.5	12.6
School size									
Less than 150	47.8	79.4	12.6	3.4	12.9	62.4	86.1	65.8	9.7
150 to 499	45.7	85.3	14.4	2.3	18.0	62.4	88.1	66.4	9.5
500 to 749	42.9	89.4	20.0	3.7	14.3	59.9	88.6	69.5	13.5
750 or more	41.9	88.5	19.0	2.0	17.3	62.8	86.2	60.0	13.3

Table 6.6—Percentage of principals who thought that various groups or persons had a great deal of influence¹ on decisions about hiring full-time teachers and setting discipline policy, by selected school characteristics: 1990-91—Continued

	School or governing board	Hiring full-time teachers			School or governing board	Setting discipline policy		
		Principal	Teachers	Parent association		Principal	Teachers	Parent association
PRIVATE	36.7	90.5	16.2	3.3	41.8	93.4	73.4	12.0
Central city	31.0	92.6	18.9	1.7	37.5	95.4	75.8	10.3
School level								
Elementary	34.3	92.1	16.3	1.8	41.8	96.7	81.5	13.0
Secondary	13.0	95.8	24.1	2.5	20.8	93.9	68.3	3.8
Combined	32.9	91.9	23.4	0.7	35.7	92.4	63.2	6.0
Minority enrollment								
Less than 20%	33.7	93.9	17.1	2.1	38.3	96.0	74.3	9.6
20% or more	27.5	90.8	21.2	1.1	36.5	94.7	77.8	11.1
School size								
Less than 150	44.8	85.0	21.8	2.6	43.5	93.4	70.9	10.7
150 to 499	24.8	97.6	16.7	1.3	35.9	96.7	80.8	10.1
500 to 749	12.5	98.6	19.3	—	28.9	98.4	73.1	12.1
750 or more	6.1	94.0	17.0	0.0	13.7	93.8	67.8	—
Urban fringe/large town	30.8	93.8	14.8	1.8	37.2	94.3	76.8	10.2
School level								
Elementary	30.0	93.1	14.4	2.1	35.6	95.3	83.2	11.8
Secondary	20.3	96.0	24.1	—	28.7	93.2	66.6	5.4
Combined	36.1	94.9	12.5	—	44.3	92.0	63.6	7.9
Minority enrollment								
Less than 20%	31.6	93.0	15.2	2.2	38.4	93.1	76.3	10.5
20% or more	28.7	95.8	13.8	—	34.5	97.2	77.8	9.5
School size								
Less than 150	42.9	89.2	11.7	1.6	41.5	91.7	68.9	10.0
150 to 499	20.6	97.7	17.1	2.3	33.7	97.0	85.5	11.3
500 to 749	9.0	100.0	20.9	0.0	26.4	90.4	71.3	—
750 or more	28.2	98.0	16.5	0.0	42.1	97.3	69.1	8.2
Rural/small town	50.3	83.9	13.8	6.0	52.7	91.0	68.7	15.0
School level								
Elementary	52.8	82.4	11.6	5.9	50.9	92.9	77.7	20.1
Secondary	18.2	95.3	26.3	—	23.0	95.7	83.1	10.0
Combined	53.2	84.0	15.2	7.6	62.7	86.6	49.2	6.7
Minority enrollment								
Less than 20%	50.4	84.3	12.1	6.2	53.6	90.4	69.4	14.9
20% or more	49.9	81.8	21.7	5.2	48.7	93.8	65.7	15.4
School size								
Less than 150	57.3	79.2	14.3	7.0	58.2	89.4	65.1	17.9
150 to 499	33.6	94.7	12.0	4.1	38.6	94.9	78.8	6.9
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

¹Principals were defined as having thought that groups had a great deal of influence on decisions if they responded with a 5 or 6 on a 6-point scale of influence, with 6 representing a great deal of influence.

²The Private School Administrator Questionnaire did not include "State Department of Education" as a possible response to this question.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Twenty-six percent to 42 percent of private school principals believed that governing boards exerted a great deal of influence over decisions in all three areas of school life.

Comparing Teachers' and Principals' Perceptions

Both principals and teachers reported their views of the amount of influence that teachers had in making decisions about establishing curriculum and discipline policies. In both areas and in both sectors, principals were more likely than teachers to perceive teachers as having a great deal of influence over policy decisions (figure 6.9). These differences raise further questions for research concerning who controls various aspects of school life and how that control is exerted, how and why different school groups perceive school governance differently, and how control and perceptions of control affect the morale and behavior of teachers and principals as well as student achievement.

PRINCIPALS' RATINGS OF TEACHER QUALITY

In the 1990-91 SASS, principals were asked to rate the quality of teachers in their schools on a scale of 1 to 5, with 1 representing "poor" teachers and 5 representing "excellent" teachers. In addition to rating the quality of their school staffs generally, principals were asked to rate the quality of new and experienced teachers separately: "new" teachers were defined as those with 3 or fewer years of teaching experience, and "experienced" teachers were those with more than 3 years of experience.

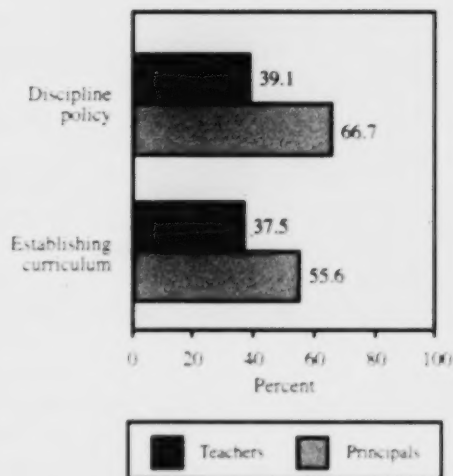
Principals' responses to these questions are striking in their consistency. Across all school types in both sectors, principals' ratings of the quality of the teachers in their schools remain fairly close to a rating of 4, a relatively high rating on this scale (table 6.7). As one might expect, public and private school principals in all community types consistently rated experienced teachers as more qualified than new teachers, although new teachers also received relatively high ratings. Therefore, the differences between the ratings of new and experienced teachers were rather small.

TEACHERS' RATINGS OF SUPPORT FOR NEW TEACHERS

Unlike many other professions, new teachers usually assume almost the same responsibilities as teachers with many years of experience. Recommendations for reform in the 1980s included suggestions that new teachers should be given less responsibility than their more experienced colleagues and should receive more support in the early years of their careers. In some states, districts, and schools, formal systems of new teacher support have been developed and implemented, such as mentor teacher programs designed to offer experienced teachers new challenges and simultaneously assist new teachers. In other schools, informal cultures or traditions of help for new teachers have flourished for decades and continue to provide needed support.

In the 1990-91 SASS, teachers were asked to indicate the extent to which they agreed that their schools were effective in assisting new teachers with student discipline, instructional methods, curriculum,

Figure 6.9—Percentage of teachers and principals who thought that teachers had a great deal of influence on decisions about discipline policy and establishing curriculum: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1990-91 (Administrator and Teacher Questionnaires).

and adjusting to the school environment. One-third of all teachers strongly agreed that their schools were effective in helping new teachers adjust to the school environment, 31 percent strongly agreed with respect to help with curriculum, 29 percent with respect to student discipline, and 27 percent with respect to instructional methods (table 6.8). In all four areas, private school teachers were more likely than public school teachers to agree strongly that their schools were helpful to new teachers. Similarly, in public schools of all community types, elementary school teachers were more likely than secondary school teachers to agree that their schools were helpful.

SATISFACTION AND PLANS TO REMAIN IN TEACHING

In addition to agreement between teachers and principals with respect to the goals they pursue and the problems they encounter in their work with students, school effectiveness is likely to depend upon the extent to which teachers and principals agree about discipline policies, the extent to which teachers feel supported by their colleagues and administrators, and teachers' attitudes toward their students and their work. Teachers' and principals' satisfaction with their work and their intentions to remain in their careers may well be related both to future supplies and shortages of educators and to the amount of effort they expend while on the job. In this section, teachers' responses to questions about how they perceive their students and their relationships with other teachers and principals in their schools, as well as their satisfaction with their jobs, are examined. As a prelude to Chapter 7 and its examination of teacher supply and demand indicators, the chapter concludes by presenting data concerning teachers' and principals' intentions to remain in their professions.

Teachers' Attitudes Toward Students and Teaching

The 1990-91 SASS Teacher Questionnaire included a set of 13 statements concerning teachers' perceptions of relations between the teachers and principals, students' attitudes and capabilities, and teachers' satisfaction with their work. Table 6.9 presents the proportion of teachers who strongly agreed with each of these six statements:

- In this school, the teachers and the administration are in close agreement on school discipline policy.
- The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) in this school interferes with my teaching.
- Many of the students I teach are not capable of learning the material I am supposed to teach them.
- I usually look forward to each working day at this school.
- For me the job of teaching has more advantages than disadvantages.
- If I had the chance to exchange my job as a teacher for another kind of job, I would.

Agreement on discipline policy. Thirty-four percent of public school teachers and 53 percent of private school teachers claimed that teachers and principals in their school were in close agreement on school discipline policy (table 6.9). In public schools of all community types, elementary school teachers were more likely than secondary school teachers to report that teachers agreed with administrators on discipline.

Students' behavior and abilities. Ten percent of teachers strongly agreed that student misbehavior in their schools interfered with their teaching, and 6 percent of teachers strongly agreed that many of their students were incapable of learning the material they were supposed to teach. Public school teachers were more likely to agree strongly with both of these statements than were private school teachers. Moreover, regardless of community type, teachers in public schools where 20 percent or more of the students were from minority backgrounds were more likely to agree strongly with these statements concerning students. Of these two issues, public school teachers were more likely to perceive students' misbehavior as an impediment than students' abilities.

Table 6.7—Principals' average rating* of the quality of various groups of teachers in their schools, by selected school characteristics: 1990-91

	All teachers	Teachers with more than 3 years of experience	Teachers with 3 or fewer years of experience
TOTAL	4.2	4.3	3.9
PUBLIC	4.2	4.2	3.9
Central city	4.1	4.2	3.8
School level			
Elementary	4.1	4.2	3.8
Secondary	4.1	4.2	3.7
Combined	4.3	4.4	3.8
Minority enrollment			
Less than 20%	4.3	4.3	4.0
20% or more	4.1	4.2	3.7
School size			
Less than 150	4.3	4.5	3.6
150 to 499	4.2	4.2	3.9
500 to 749	4.1	4.1	3.8
750 or more	4.1	4.2	3.6
Urban fringe/large town	4.2	4.3	4.0
School level			
Elementary	4.3	4.3	4.1
Secondary	4.2	4.2	3.9
Combined	4.2	4.4	3.9
Minority enrollment			
Less than 20%	4.3	4.3	4.1
20% or more	4.2	4.2	4.0
School size			
Less than 150	4.4	4.3	4.2
150 to 499	4.2	4.3	4.0
500 to 749	4.3	4.3	4.0
750 or more	4.2	4.2	4.0
Rural/small town	4.2	4.3	3.9
School level			
Elementary	4.3	4.3	4.0
Secondary	4.1	4.2	3.7
Combined	4.1	4.1	3.7
Minority enrollment			
Less than 20%	4.2	4.2	3.9
20% or more	4.2	4.3	3.8
School size			
Less than 150	4.2	4.2	3.8
150 to 499	4.2	4.3	3.9
500 to 749	4.2	4.3	3.9
750 or more	4.2	4.2	3.9

Table 6.7—Principals' average rating* of the quality of various groups of teachers in their schools, by selected school characteristics: 1990-91—Continued

	All teachers	Teachers with more than 3 years of experience	Teachers with 3 or fewer years of experience
PRIVATE	4.4	4.5	3.8
Central city	4.4	4.5	3.7
School level			
Elementary	4.4	4.5	3.7
Secondary	4.2	4.5	3.6
Combined	4.4	4.5	3.8
Minority enrollment			
Less than 20%	4.4	4.5	3.8
20% or more	4.3	4.4	3.6
School size			
Less than 150	4.4	4.4	3.8
150 to 499	4.3	4.5	3.7
500 to 749	4.3	4.5	3.7
750 or more	4.4	4.5	3.8
Urban fringe/large town	4.4	4.5	3.8
School level			
Elementary	4.4	4.5	3.9
Secondary	4.3	4.5	3.7
Combined	4.4	4.7	3.8
Minority enrollment			
Less than 20%	4.5	4.5	3.8
20% or more	4.3	4.6	3.8
School size			
Less than 150	4.4	4.6	3.8
150 to 499	4.5	4.6	3.9
500 to 749	4.2	4.5	3.8
750 or more	4.3	4.4	3.6
Rural/small town	4.4	4.5	3.9
School level			
Elementary	4.4	4.5	3.9
Secondary	4.3	4.5	3.7
Combined	4.3	4.5	3.8
Minority enrollment			
Less than 20%	4.4	4.5	3.8
20% or more	4.4	4.6	4.0
School size			
Less than 150	4.4	4.5	3.8
150 to 499	4.4	4.5	3.9
500 to 749	—	—	—
750 or more	—	—	—

—Too few cases for a reliable estimate.

*Principals were asked to rate separately the quality of: all teachers in their schools, teachers with three or more years of experience, and teachers with fewer than three years of experience on a scale of 1 to 5, where 1 represented poor teachers and 5 represented excellent teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Table 6.8—Percentage of teachers who strongly agreed* that their school was effective in assisting new teachers in various matters, by selected school characteristics: 1990-91

	Student discipline	Instructional methods	Curriculum	Adjustment to school environment
TOTAL	28.5	27.1	31.3	33.0
PUBLIC	26.8	26.2	29.9	31.1
Central city	24.9	25.1	29.3	29.8
School level				
Elementary	27.4	28.3	32.4	33.7
Secondary	19.5	19.1	23.7	22.0
Combined	27.8	21.4	23.2	30.9
Minority enrollment				
Less than 20%	27.3	28.1	33.0	34.2
20% or more	24.1	24.2	28.2	28.5
School size				
Less than 150	46.4	35.3	36.6	44.4
150 to 499	29.5	29.3	33.5	37.8
500 to 749	28.2	27.7	32.6	33.5
750 or more	19.7	21.0	24.9	22.8
Urban fringe/large town	27.8	28.6	32.5	32.6
School level				
Elementary	31.0	32.5	35.7	38.1
Secondary	22.0	22.9	27.6	24.1
Combined	33.6	19.7	27.0	25.7
Minority enrollment				
Less than 20%	28.2	28.5	32.8	32.7
20% or more	27.2	28.8	32.1	32.6
School size				
Less than 150	44.7	30.0	30.4	44.2
150 to 499	31.8	31.3	34.3	36.7
500 to 749	31.1	30.5	34.8	37.4
750 or more	22.4	25.6	29.9	26.6
Rural/small town	27.7	25.3	28.7	31.2
School level				
Elementary	31.1	29.6	33.0	36.1
Secondary	22.6	18.8	22.4	23.9
Combined	25.7	21.8	24.2	28.0
Minority enrollment				
Less than 20%	27.1	23.9	26.9	30.8
20% or more	29.3	28.7	33.0	32.4
School size				
Less than 150	34.5	27.5	30.5	36.4
150 to 499	28.7	25.1	29.2	32.4
500 to 749	26.6	25.0	27.8	29.8
750 or more	24.7	25.1	28.0	28.8

Table 6.8—Percentage of teachers who strongly agreed* that their school was effective in assisting new teachers in various matters, by selected school characteristics: 1990-91—Continued

	Student discipline	Instructional methods	Curriculum	Adjustment to school environment
PRIVATE	41.0	33.5	41.4	46.8
Central city	39.8	33.2	42.1	46.3
School level				
Elementary	43.0	38.3	45.9	49.6
Secondary	35.6	26.3	36.1	39.0
Combined	38.1	30.3	40.8	47.1
Minority enrollment				
Less than 20%	38.6	33.1	43.2	46.8
20% or more	42.0	33.4	40.1	45.6
School size				
Less than 150	47.8	37.3	47.2	52.9
150 to 499	38.6	31.7	39.5	45.6
500 to 749	35.8	33.5	46.2	43.7
750 or more	39.6	33.4	41.0	44.2
Urban fringe/large town	40.1	32.0	38.7	45.5
School level				
Elementary	41.4	35.8	41.8	48.5
Secondary	37.7	26.2	35.3	38.9
Combined	39.3	28.9	35.6	44.0
Minority enrollment				
Less than 20%	39.1	31.4	38.0	45.9
20% or more	42.8	33.4	40.5	44.6
School size				
Less than 150	50.7	38.4	41.6	48.7
150 to 499	37.1	28.6	36.8	44.4
500 to 749	32.9	38.5	41.4	47.4
750 or more	39.6	30.3	41.0	42.1
Rural/small town	42.7	33.9	42.8	48.7
School level				
Elementary	42.6	34.0	42.0	49.2
Secondary	27.1	19.6	23.9	31.0
Combined	47.9	38.5	50.0	54.0
Minority enrollment				
Less than 20%	42.7	33.6	43.0	48.9
20% or more	42.7	36.3	41.8	47.2
School size				
Less than 150	52.1	39.6	50.2	52.7
150 to 499	37.1	30.6	38.4	46.5
500 to 749	34.5	25.2	31.1	41.8
750 or more	—	—	—	—

—Too few cases for a reliable estimate.

*Teachers were defined as having strongly agreed that their school was effective if they responded with a 1 on a 4-point scale of agreement, with 1 representing *strongly agree*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table 6.9—Percentage of teachers who strongly agreed* with various statements of their perceptions and attitudes toward teaching, by selected school characteristics: 1990–91

	Teachers/ admin. agree on discipline policy	Mis- behavior interferes with teaching	Many students incapable of learning material	Usually look forward to work	Teaching: more advan- tages than disadvantages	Would change job if could
TOTAL	36.1	10.0	5.8	53.0	60.8	7.6
PUBLIC	33.8	10.8	6.3	51.4	59.4	8.0
Central city	32.5	15.2	8.1	49.8	58.2	9.2
School level						
Elementary	36.5	15.6	8.0	51.8	60.1	8.7
Secondary	24.2	14.5	8.2	45.8	54.4	10.1
Combined	36.2	13.2	10.7	50.4	59.8	9.8
Minority enrollment						
Less than 20%	34.2	7.3	4.9	54.4	60.7	7.4
20% or more	32.0	17.6	9.2	48.4	57.5	9.7
School size						
Less than 150	57.1	54.3	11.5	14.2	71.8	9.0
150 to 499	53.0	37.4	14.2	6.3	60.9	7.8
500 to 749	52.2	38.0	16.3	9.8	58.5	9.2
750 or more	46.5	25.9	15.2	7.9	56.2	9.9
Urban fringe/large town	34.2	9.7	5.5	51.9	60.4	7.3
School level						
Elementary	39.0	9.8	5.5	53.2	60.9	6.6
Secondary	25.3	9.6	5.0	49.0	58.7	7.8
Combined	48.1	11.6	12.0	61.2	70.7	17.9
Minority enrollment						
Less than 20%	33.7	7.1	4.2	53.6	62.2	6.5
20% or more	34.9	13.1	7.1	49.8	58.1	8.3
School size						
Less than 150	52.3	44.7	11.0	7.6	63.0	10.3
150 to 499	55.5	40.8	7.6	6.4	62.4	6.9
500 to 749	54.0	39.2	10.1	5.2	61.5	7.2
750 or more	48.1	26.3	10.9	4.9	58.3	7.6
Rural/small town	34.6	8.5	5.9	52.3	59.8	7.8
School level						
Elementary	39.0	8.7	5.8	56.1	62.5	7.2
Secondary	27.8	8.2	5.9	46.9	55.7	8.7
Combined	32.5	8.4	5.9	48.0	58.9	8.6
Minority enrollment						
Less than 20%	34.6	6.6	4.9	53.5	61.0	7.0
20% or more	34.5	13.3	8.1	49.4	56.9	9.8
School size						
Less than 150	56.5	41.0	5.9	4.1	64.0	5.3
150 to 499	53.3	36.2	8.7	6.4	60.8	8.4
500 to 749	52.0	33.5	8.2	5.2	59.6	7.0
750 or more	49.1	30.3	9.3	6.1	56.7	8.4

Table 6.9—Percentage of teachers who strongly agreed* with various statements of their perceptions and attitudes toward teaching, by selected school characteristics: 1990–91—Continued

	Teachers/ admin. agree on discipline policy	Mis- behavior interferes with teaching	Many students incapable of learning material	Usually look forward to work	Teaching: more advan- tages than disadvantages	Would change job if could
PRIVATE	52.7	4.0	1.8	64.8	70.8	4.5
Central city	50.7	4.3	1.4	63.5	71.9	3.8
School level						
Elementary	56.0	4.4	1.4	67.4	73.6	3.3
Secondary	41.0	3.6	2.1	53.3	66.7	4.6
Combined	49.9	4.9	0.8	65.7	73.5	4.0
Minority enrollment						
Less than 20%	50.8	4.1	1.2	64.8	72.8	3.6
20% or more	50.4	4.8	1.7	61.2	70.3	4.2
School size						
Less than 150	67.3	61.1	7.3	1.5	72.4	3.2
150 to 499	63.9	50.2	3.1	1.4	72.7	3.9
500 to 749	60.5	47.6	4.7	—	73.3	4.1
750 or more	61.3	43.8	4.9	2.3	67.2	3.9
Urban fringe/large town	50.4	4.0	1.9	63.4	67.7	4.6
School level						
Elementary	53.5	3.8	1.4	64.4	69.9	4.2
Secondary	38.9	2.6	1.9	62.1	66.8	6.1
Combined	50.9	4.9	2.4	62.5	65.0	4.3
Minority enrollment						
Less than 20%	51.9	3.2	1.2	64.4	68.2	4.1
20% or more	46.7	6.0	3.6	61.0	66.5	5.8
School size						
Less than 150	64.1	59.7	5.4	1.9	66.1	5.0
150 to 499	62.6	48.6	4.1	1.4	69.0	4.5
500 to 749	69.7	44.8	2.9	1.8	70.0	2.8
750 or more	60.3	43.9	—	4.8	61.3	5.6
Rural/small town	58.3	3.7	2.7	66.9	72.9	5.6
School level						
Elementary	57.9	3.9	2.9	64.7	71.8	4.2
Secondary	41.2	3.6	3.6	65.6	67.5	3.9
Combined	64.3	3.4	2.2	69.8	75.9	7.8
Minority enrollment						
Less than 20%	58.0	3.6	2.7	66.4	72.4	5.8
20% or more	60.2	4.3	2.8	70.3	76.5	4.0
School size						
Less than 150	67.5	64.5	3.2	2.0	72.9	5.0
150 to 499	66.5	55.1	4.5	3.3	72.7	6.4
500 to 749	63.1	44.7	0.0	—	73.4	4.1
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Teachers were defined as having strongly agreed with these statements if they responded with a 1 on a 4-point scale of agreement, with 1 representing *strongly agree*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Teachers' satisfaction with their work. Teachers' responses to the remaining three statements indicate that a majority were satisfied with their work. Fifty-three percent of teachers strongly agreed with the statement "I usually look forward to each working day at this school," and 61 percent strongly agreed that teaching has more advantages than disadvantages. Teachers' responses to the negatively worded item "If I had the chance to exchange my job as a teacher for another kind of job, I would" were consistent with their responses to the other two items: 8 percent of teachers strongly agreed that they would exchange jobs if given the opportunity.

Although the responses of a majority of teachers in both sectors reflected positive attitudes toward their work, teachers' responses varied somewhat across schools. Private school teachers were more likely than public school teachers to agree strongly that they looked forward to each working day and that teaching had more advantages than disadvantages, and were also less likely to indicate that they would exchange teaching for another job if they could. In all three community types, public elementary school teachers were more likely than public secondary school teachers to agree strongly that they usually looked forward to working days at their schools.

Thus, teachers' responses to these six statements indicate that they have generally positive views of their students, workplaces, and jobs. Table 6.10 presents data on teachers' responses to a question that provides another indicator of their satisfaction: "If you could go back to your college days and start over again, would you become a teacher or not?"

Consistent with the responses reported in table 6.9, thirty-nine percent of teachers reported that they certainly would become teachers again, and another 27 percent reported that they probably would do so (table 6.10).³⁴ Private school teachers were more likely than public school teachers to report that they certainly would become teachers again, and public school teachers were more likely to report that they probably or certainly would not become teachers again. Public and private elementary school teachers in all community types were more likely than their

secondary school counterparts to report that they certainly would become teachers again.³⁵

Although further analyses of teachers' responses to questions in the 1990-91 SASS about their perceptions of their working environments are needed, it appears from this preliminary data analysis that many teachers are relatively satisfied with their work. Substantial percentages of teachers reported that they looked forward to going to work, believed that teaching has more positives than negatives, and would enter the profession again if they had the chance.

Plans to Remain in Education

Teachers' plans to remain teachers. As one might expect given the generally positive responses discussed above, substantially greater proportions of teachers planned to remain in teaching as long as they were able or until they were eligible for retirement than planned to leave (38 percent and 36 percent, respectively, compared with 3 percent) (table 6.11).³⁶ Private school teachers were more likely than public school teachers to report that they planned to remain in teaching as long as they were able. On the other hand, 39 percent of public school teachers planned to remain until eligible for retirement, compared with 13 percent of private school teachers (fewer of whom had retirement plans, as shown in table 5.4). Private school teachers were more ambivalent than public school teachers about remaining in teaching. For example, private school teachers were more likely than public school teachers to report that they probably would continue unless something better came along and that they were undecided at the time they took the survey. Approximately 3 percent of both

³⁴Appendix tables A24 and A25 show comparable data for public school teachers and principals by state and private school teachers and principals by typology.

³⁵There was one exception to this trend: due to small samples, the difference between private elementary and secondary school teachers in rural/small town communities was not statistically significant.

³⁶Appendix tables A26 and A27 show comparable data for public school teachers and principals by state and private school teachers and principals by typology.

public and private school teachers intended to leave as soon as they could. Differences among teachers across community types and other school characteristics were not systematic.

Principals' plans to remain principals. The plans of principals to remain in their profession resembled those of teachers in that substantially greater proportions of principals planned to stay as long as they were able or until they were eligible to retire than planned to leave (table 6.11). Fifty-two percent of private school principals planned to stay as long as they were able, compared with 32 percent of public school principals. Whereas 34 percent of public school principals planned to remain principals until they were eligible to retire, 8 percent of private school principals had similar plans. Although private school principals were more likely than public school principals to be undecided about how long they would remain principals, they were also slightly more likely than public school principals to plan to leave as soon as possible.

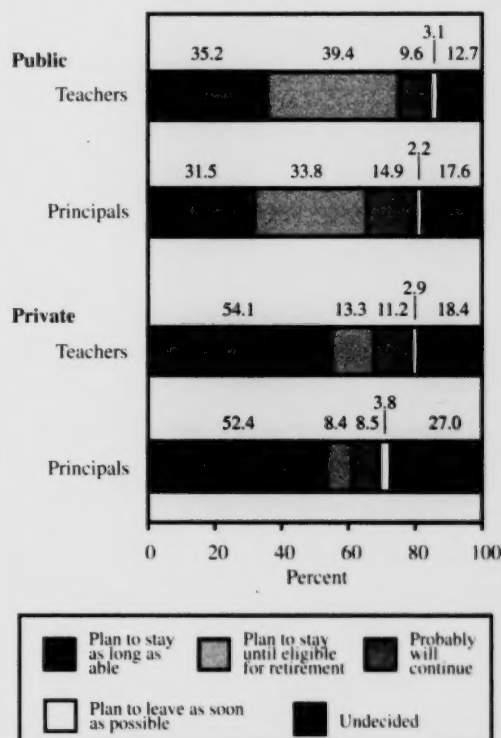
Comparing teachers' and principals' plans to remain in education. In both sectors, teachers were more likely than principals to report that they planned to remain in their professions until they were eligible for retirement (figure 6.10), while principals were more likely than teachers to report that they were undecided about how long they would remain in their professions. Public school teachers were more likely than their principals to report both that they planned to stay as long as they were able and that they planned to leave as soon as possible.

SUMMARY

The estimates reported in this chapter present a rather optimistic view of teachers' and principals' attitudes and perceptions of their work and workplaces. A majority of both teachers and principals reported that basic literacy skills, good work habits and self-discipline, and personal growth were among their most important goals (tables 6.1 and 6.2). Less than 14 percent of teachers perceived any of the five problems examined here as serious ones in their schools (table 6.3). Approximately 30 percent to 40 percent

of teachers perceived themselves as having a great deal of influence over school decisions and practices in four areas (table 6.4). Principals in both sectors and in all types of communities and schools rated both new and experienced teachers in their schools as being of high quality (table 6.7). Roughly 30 percent of teachers perceived their schools as supportive of new teachers in various areas of school life (table 6.8). About one-half of private school teachers and one-third of public school teachers felt that teachers and administrators in their schools agreed on discipline policy (table 6.9). Roughly 10 percent of teachers perceived student misbehavior as interfering with their teaching, and a smaller proportion perceived

Figure 6.10—Percentage distributions of public and private school teachers and principals by plans to remain in teaching, by sector: 1990-91



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Administrator and Teacher Questionnaires).

Table 6.10—Percentage distribution of teachers by reported likelihood of becoming a teacher again, by selected school characteristics: 1990-91

	Certainly would	Probably would	Chances even	Probably would not	Certainly would not
TOTAL	38.7	27.1	16.7	12.3	5.3
PUBLIC	37.1	27.1	17.0	13.0	5.7
Central city	35.9	25.8	17.3	14.4	6.6
School level					
Elementary	38.4	25.7	16.6	13.5	5.9
Secondary	30.9	26.3	19.0	15.8	7.9
Combined	37.9	21.9	13.3	17.7	9.2
Minority enrollment					
Less than 20%	35.4	31.0	15.3	13.5	4.7
20% or more	36.1	24.2	17.9	14.6	7.2
School size					
Less than 150	41.3	21.3	17.7	13.0	6.7
150 to 499	39.1	25.8	16.1	14.1	4.9
500 to 749	36.7	26.1	17.1	13.9	6.2
750 or more	33.6	25.8	18.0	14.8	7.8
Urban fringe/large town	37.0	27.1	17.6	12.4	5.9
School level					
Elementary	39.2	26.9	16.9	11.6	5.4
Secondary	33.7	27.3	18.8	13.6	6.6
Combined	33.6	27.0	19.1	13.4	6.9
Minority enrollment					
Less than 20%	38.5	27.2	16.4	12.4	5.6
20% or more	35.2	26.9	19.3	12.3	6.2
School size					
Less than 150	36.8	26.1	17.7	10.9	8.5
150 to 499	38.6	27.3	17.8	11.3	4.9
500 to 749	39.1	27.7	16.1	11.5	5.5
750 or more	34.7	26.5	18.5	13.7	6.7
Rural/small town	38.3	27.9	16.2	12.6	5.0
School level					
Elementary	41.9	28.1	14.4	11.4	4.2
Secondary	32.7	27.6	19.1	14.6	6.1
Combined	37.3	26.9	16.6	13.2	6.0
Minority enrollment					
Less than 20%	38.6	28.4	16.3	12.2	4.4
20% or more	37.6	26.4	16.1	13.6	6.3
School size					
Less than 150	43.0	27.7	15.8	10.3	3.2
150 to 499	38.6	28.3	15.8	12.6	4.7
500 to 749	39.5	27.5	16.3	11.7	5.0
750 or more	34.8	27.4	17.2	14.5	6.1

Table 6.10—Percentage distribution of teachers by reported likelihood of becoming a teacher again, by selected school characteristics: 1990–91—Continued

	Certainly would	Probably would	Chances even	Probably would not	Certainly would not
PRIVATE	50.2	26.9	14.0	6.9	2.1
Central city	48.6	28.1	14.0	7.4	1.8
School level					
Elementary	50.3	27.1	14.3	6.8	1.5
Secondary	42.1	30.4	15.1	10.3	2.1
Combined	51.4	28.0	12.7	6.0	2.0
Minority enrollment					
Less than 20%	48.1	27.9	14.4	8.0	1.6
20% or more	49.6	28.6	13.4	6.4	2.1
School size					
Less than 150	55.4	24.6	14.0	4.4	1.5
150 to 499	49.8	26.9	14.1	7.7	1.5
500 to 749	43.2	34.6	11.1	8.5	2.7
750 or more	42.6	29.3	17.1	8.8	2.3
Urban fringe/large town	49.1	27.3	14.6	6.6	2.4
School level					
Elementary	51.8	24.8	14.1	7.5	1.8
Secondary	41.9	31.5	13.4	9.9	3.3
Combined	48.1	29.2	15.8	4.0	2.9
Minority enrollment					
Less than 20%	47.1	29.8	14.2	6.1	2.8
20% or more	54.1	21.0	15.7	7.9	1.4
School size					
Less than 150	53.8	26.4	11.8	6.4	1.6
150 to 499	47.8	28.1	15.5	6.5	2.1
500 to 749	51.6	24.3	11.3	7.3	5.6
750 or more	42.2	27.5	19.7	7.5	3.2
Rural/small town	54.8	24.8	12.8	5.7	2.0
School level					
Elementary	57.6	21.9	12.4	6.0	2.1
Secondary	47.1	29.7	10.6	10.3	2.3
Combined	54.1	26.4	13.9	3.7	1.8
Minority enrollment					
Less than 20%	54.2	25.7	12.5	5.7	1.9
20% or more	58.7	18.8	14.7	5.4	2.5
School size					
Less than 150	58.8	24.9	8.8	4.7	2.8
150 to 499	52.8	24.9	15.0	5.9	1.4
500 to 749	51.9	25.7	14.7	5.8	1.9
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table 6.11—Percentage distribution of teachers and principals by plans to remain teachers or principals, respectively, by selected school characteristics: 1990–91

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
TOTAL	37.5	36.2	9.8	3.0	13.4	36.3	27.9	13.4	2.6	19.8
PUBLIC	35.2	39.4	9.6	3.1	12.7	31.5	33.8	14.9	2.2	17.6
Central city	35.7	38.6	8.8	3.4	13.5	29.9	34.1	16.1	1.4	18.5
School level										
Elementary	37.1	37.0	8.6	3.1	14.2	29.1	35.7	15.8	1.2	18.2
Secondary	32.5	42.1	9.1	4.0	12.3	32.7	30.2	17.1	2.0	18.1
Combined	39.6	36.3	10.1	2.9	11.1	32.0	23.4	16.4	—	27.5
Minority enrollment										
Less than 20%	34.6	42.4	8.9	2.7	11.4	26.7	37.8	15.6	1.7	18.2
20% or more	36.1	37.4	8.7	3.6	14.2	31.0	32.8	16.3	1.3	18.6
School size										
Less than 150	34.1	37.9	7.6	3.4	17.0	29.7	27.2	24.3	2.1	16.7
150 to 499	34.4	40.6	8.3	3.0	13.7	26.9	38.7	14.5	1.3	18.6
500 to 749	35.0	37.9	9.0	3.3	14.8	31.8	33.2	15.1	1.4	18.6
750 or more	36.9	38.0	9.0	3.7	12.5	32.5	29.5	18.1	1.3	18.6
Urban fringe/large town	36.3	39.2	8.8	3.2	12.5	34.0	31.3	13.9	2.3	18.5
School level										
Elementary	37.5	38.1	8.1	3.1	13.1	35.1	31.3	13.1	2.2	18.3
Secondary	34.3	41.2	9.7	3.4	11.3	31.7	31.2	16.5	1.7	18.9
Combined	36.7	36.1	12.2	2.0	13.0	25.0	31.8	15.9	—	20.1
Minority enrollment										
Less than 20%	35.8	41.4	7.6	3.2	12.0	34.6	34.1	13.4	2.5	15.5
20% or more	36.9	36.4	10.4	3.1	13.1	33.4	27.9	14.6	2.0	22.1
School size										
Less than 150	44.3	25.3	11.9	3.2	15.3	36.5	32.8	8.9	0.0	21.8
150 to 499	37.1	38.8	8.4	3.0	12.8	35.5	30.0	11.4	3.0	20.1
500 to 749	37.7	37.5	8.5	3.3	13.0	32.8	32.6	14.1	2.4	18.1
750 or more	34.7	40.9	9.3	3.3	11.9	32.2	31.9	19.5	1.2	15.2
Rural/small town	34.2	40.1	10.9	2.6	12.3	31.2	35.0	14.4	2.7	16.7
School level										
Elementary	36.6	39.1	9.9	2.3	12.2	32.6	35.0	12.9	2.8	16.8
Secondary	30.9	41.1	12.5	3.0	12.5	28.2	35.5	17.5	2.4	16.4
Combined	30.9	43.2	11.0	2.6	12.3	29.6	32.8	16.9	3.5	17.2
Minority enrollment										
Less than 20%	34.6	40.4	11.1	2.3	11.6	30.5	35.6	14.3	2.7	17.0
20% or more	33.0	39.2	10.4	3.3	14.0	33.2	33.3	14.8	2.6	16.0
School size										
Less than 150	38.4	30.8	14.9	2.0	13.9	29.2	32.8	15.6	2.2	20.2
150 to 499	33.6	40.5	10.8	2.9	12.2	31.1	37.2	13.3	3.2	15.2
500 to 749	34.5	41.2	9.6	2.3	12.4	33.2	31.2	15.6	2.0	17.9
750 or more	33.6	40.7	11.4	2.4	11.9	31.4	33.7	16.1	2.5	16.3

Table 6.11—Percentage distribution of teachers and principals by plans to remain teachers or principals, respectively, by selected school characteristics: 1990–91—Continued

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
PRIVATE	54.1	13.3	11.2	2.9	18.4	52.4	8.4	8.5	3.8	27.0
Central city	54.3	12.4	11.3	2.6	19.5	51.8	8.0	9.5	3.4	27.4
School level										
Elementary	57.9	12.2	10.9	1.5	17.6	52.5	9.2	9.5	4.1	24.7
Secondary	51.9	13.8	13.5	3.7	17.1	47.1	6.0	9.7	2.7	34.4
Combined	50.1	11.4	10.1	3.4	25.0	52.9	5.4	9.3	1.5	30.9
Minority enrollment										
Less than 20%	55.1	11.7	11.3	2.3	19.5	52.6	9.4	10.4	2.6	25.1
20% or more	52.8	13.5	11.2	2.9	19.5	50.7	6.2	8.3	4.4	30.4
School size										
Less than 150	53.5	12.7	10.3	2.7	20.8	50.0	5.9	9.4	2.8	32.0
150 to 499	54.0	12.1	11.9	2.6	19.4	50.4	10.0	9.9	4.4	25.3
500 to 749	57.7	10.3	9.6	1.9	20.5	69.8	4.7	5.2	0.0	20.4
750 or more	52.5	15.2	12.0	2.9	17.4	51.7	10.4	14.2	—	20.6
Urban fringe/large town	54.7	15.0	11.0	2.5	16.8	55.9	7.8	9.0	3.3	24.0
School level										
Elementary	56.7	15.0	9.6	1.3	17.4	55.4	8.1	8.8	3.9	23.7
Secondary	57.1	14.5	13.8	3.9	10.8	49.6	7.2	12.1	8.5	22.7
Combined	50.9	15.1	11.9	3.6	18.6	59.2	7.2	8.4	—	25.1
Minority enrollment										
Less than 20%	55.3	14.4	11.7	2.5	16.0	53.7	8.8	8.8	3.0	25.7
20% or more	53.2	16.3	9.2	2.5	18.9	61.1	5.4	9.4	4.1	20.0
School size										
Less than 150	53.7	12.2	10.7	3.5	19.9	53.0	5.8	10.1	4.5	26.6
150 to 499	56.7	14.2	10.2	1.9	17.1	58.1	9.4	7.8	2.1	22.6
500 to 749	53.1	17.3	18.0	4.1	7.5	69.4	11.2	5.1	—	12.6
750 or more	46.8	24.4	9.8	1.8	17.2	48.3	9.2	15.9	4.7	21.9
Rural/small town	52.6	14.0	11.7	3.4	18.3	47.1	9.9	7.1	5.3	30.6
School level										
Elementary	52.0	14.3	10.8	2.3	20.5	45.3	8.5	7.2	4.5	34.5
Secondary	48.6	15.2	17.5	5.6	13.1	30.2	14.1	16.1	—	38.3
Combined	54.5	13.3	10.8	3.9	17.5	54.2	11.5	4.9	7.7	21.7
Minority enrollment										
Less than 20%	52.6	14.1	11.4	3.7	18.0	48.1	9.6	7.4	4.6	30.3
20% or more	52.1	13.3	13.5	—	20.0	42.4	11.1	5.9	8.6	32.0
School size										
Less than 150	53.2	10.1	11.1	3.9	21.8	44.8	9.9	6.3	5.9	33.1
150 to 499	51.5	16.4	12.2	3.0	16.9	52.7	9.7	8.3	3.3	26.0
500 to 749	59.3	15.8	11.0	4.1	9.7	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

students as incapable of learning the material that the teachers were supposed to teach (table 6.9). Thirty-nine percent of teachers reported that they certainly would become teachers again, and another 27 reported that they probably would (table 6.10). More than 30 percent of teachers and principals planned to remain in their current professions as long as they were able, and roughly another 30 percent intended to remain until they were eligible to retire (table 6.11). Only 3 percent of teachers and principals intended to leave as soon as possible.

However, there were also important differences between teachers' and principals' views of their schools and work. Whereas 40 percent of teachers chose academic excellence as one of their top three goals, 60 percent of principals did so (tables 6.1 and 6.2). Principals were both less likely than teachers to perceive all five of the problems examined here as serious, and were more likely than teachers to believe that teachers had a great deal of influence over curricular and discipline policies (tables 6.3, 6.4, 6.5, and 6.6).

Multivariate analyses that explore the relationships among teachers' and principals' perceptions of each other and of their working environments will enable researchers to gain insight into what causes discrepancies and how teachers' and principals' beliefs are interrelated. Such analyses might be directed toward discovering, for example, how teachers' attitudes toward teaching and their perceptions of principal support are related to their plans to remain in teaching. These insights, in turn, may illuminate attempts to predict future shortages or surpluses of teachers, the subject of Chapter 7.

CHANGES IN ATTITUDES: 1987-88 TO 1990-91

School Problems

In 1990-91, teachers were less likely to believe that student absenteeism, alcohol use, drug abuse, and verbal abuse of teachers were serious problems than in 1987-88 (table 6.12).³⁷ This change was particularly noteworthy for drug abuse: in 1987-88, 7 percent of teachers thought it was a serious problem, com-

pared with 4 percent in 1990-91. This overall pattern held for both public and private school teachers.

However, principals' opinions differed somewhat from those of teachers. While they were still less likely than teachers to view them as serious problems, principals were more likely to report that student use of alcohol and verbal abuse of teachers were serious problems in 1990-91 than in 1987-88.

Influence on School Practices

Teachers were slightly more likely to believe that they had a great deal of influence over determining discipline policy and determining the content of inservice training in 1990-91 than in 1987-88 (table 6.13).³⁸ In contrast, teachers were slightly less likely to believe that they had a great deal of influence over setting policy on grouping students in classes by ability. Differences in these three areas were statistically significant for public school teachers, but not for private school teachers.

With respect to making decisions about establishing curriculum, public school principals were less likely to believe that they or the school board had a great deal of influence in 1990-91 than in 1987-88 (table 6.14). Their perception of teachers' influence did not change significantly. In 1987-88, they were not asked about the state's influence; however, in 1990-91, 61 percent of the public school principals thought that the State Department of Education had a great deal of influence over establishing curriculum (see table 6.5).

The situation was somewhat different in private schools. Principals were more likely in 1990-91 than in 1987-88 to think that principals and teachers had a great deal of influence over establishing curriculum, and were less likely to think that the governing board had such influence.

³⁷Teachers were asked to indicate whether each of certain issues was a serious problem, moderate problem, minor problem, or not a problem.

³⁸"A great deal of influence" meant that they rated their influence as "5" or "6" on a scale of 1 to 6, where "1" indicated no influence and "6" indicated a great deal of influence.

Table 6.12—Percentage of teachers and principals who perceived certain issues as serious* problems in their schools, by selected school characteristics: 1987–88 and 1990–91

	Teachers					Principals				
	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers
1987–88										
Total	14.9	10.5	9.7	7.3	7.4	5.6	2.9	3.9	1.5	0.9
Public	16.4	11.4	10.5	8.0	8.1	7.0	3.6	4.7	1.8	0.8
Private	3.7	3.5	3.6	1.8	2.0	1.2	0.8	1.5	0.6	0.9
1990–91										
Total	12.7	7.5	10.2	3.8	6.8	5.3	3.5	4.2	1.1	1.4
Public	14.1	8.2	11.2	4.2	7.5	6.6	4.3	5.0	1.3	1.5
Private	2.6	2.4	3.4	0.5	1.7	0.8	0.7	1.4	0.3	1.1

*Teachers and principals were defined as perceiving these issues as serious problems in their schools if they responded with a 1 on a 4-point scale of problem seriousness, with 1 representing a *serious* problem.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher and Administrator Questionnaires).

Table 6.13—Percentage of teachers who thought that they had a great deal of influence* on certain policies, by sector: 1987–88 and 1990–91

	Determining discipline policy	Content of inservice training	Grouping students in classes by ability	Establishing curriculum
1987–88				
Total	37.3	31.8	30.3	37.5
Public	34.8	31.1	28.1	35.0
Private	55.9	36.8	47.2	56.3
1990–91				
Total	39.1	33.3	29.0	37.5
Public	37.0	32.9	26.7	35.2
Private	54.4	36.2	45.1	54.1

*Teachers were defined as having thought they had a great deal of influence if they responded with a 5 or 6 on a 6-point scale of influence, with 6 representing a great deal of influence.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Questionnaire).

Table 6.14—Percentage of principals who thought that various groups or persons had a great deal of influence* on decisions about establishing curriculum, by sector: 1987–88 and 1990–91

	School or governing board	Principal	Teachers
1987–88			
Total	48.2	61.1	54.0
Public	54.0	54.5	51.5
Private	29.9	81.7	61.8
1990–91			
Total	41.4	57.5	55.6
Public	46.0	49.1	51.2
Private	26.2	85.3	70.0

*Principals were defined as having thought they had a great deal of influence if they responded with a 5 or 6 on a 6-point scale of influence, with 6 representing a great deal of influence.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Administrator Questionnaire).

Table 6.15—Percentage of principals who thought that various groups or persons had a great deal of influence* on decisions about hiring full-time teachers and setting discipline policy, by sector: 1987–88 and 1990–91

	Hiring full-time teachers			Setting discipline policy		
	School or governing board	Principal	Teachers	School or governing board	Principal	Teachers
1987–88						
Total	47.6	78.2	9.1	55.6	83.0	54.6
Public	52.1	75.1	8.5	62.3	80.6	51.6
Private	33.0	87.8	11.0	34.2	90.3	64.0
1990–91						
Total	40.3	83.5	16.3	58.8	86.6	66.7
Public	41.3	81.4	16.3	64.0	84.5	64.7
Private	36.7	90.5	16.2	41.8	93.4	73.4

*Principals were defined as having thought they had a great deal of influence if they responded with a 5 or 6 on a 6-point scale of influence, with 6 representing a great deal of influence.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Administrator Questionnaire).

In 1990–91 as compared with 1987–88, principals were more likely to think that they and teachers had a great deal of influence over decisions about hiring new full-time teachers (table 6.15). Public school principals were considerably less likely to think that their school board had a great deal of influence (41 percent compared with 52 percent), while private school principals were more likely to think that their governing board had a great deal of influence (37 percent compared with 33 percent). With respect to discipline policy, in 1990–91, principals were more likely to think that all three groups (school or governing board, principals, and teachers) had a great deal of influence.

Teacher Attitudes Toward Teaching as a Career

Teachers showed a somewhat more positive attitude toward teaching as a career in 1990–91 than in 1987–88. In 1990–91, 39 percent of all teachers reported that they certainly would become teachers again if they could go back to their college days and start all over again, compared with 33 percent in 1987–88 (table 6.16). In addition, the proportion who

said they certainly would not become a teacher again declined from 7 percent to 5 percent between 1987–88 and 1990–91. The patterns were similar for both public and private school teachers.

Table 6.16—Percentage distribution of teachers by reported likelihood of becoming a teacher again, by sector: 1987–88 and 1990–91

	Certainly would	Probably would	Chances even	Probably would not	Certainly would not
1987–88					
Total	33.4	26.5	17.7	15.1	7.4
Public	31.8	26.3	18.1	15.9	7.9
Private	45.3	28.0	14.4	9.2	3.1
1990–91					
Total	38.7	27.1	16.7	12.3	5.3
Public	37.1	27.1	17.0	13.0	5.7
Private	50.2	26.9	14.0	6.9	2.1

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Questionnaire).

A greater percentage of teachers in 1990-91 than in 1987-88 reported that they planned to stay in teaching as long as they were able (38 percent compared with 33 percent) (table 6.17). Public and private school teachers followed the same pattern.

Table 6.17—Percentage distribution of teachers by plans to remain teachers, by sector: 1987-88 and 1990-91

	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
1987-88					
Total	32.9	34.6	12.5	3.9	16.1
Public	30.7	37.6	12.5	4.0	15.3
Private	49.9	11.9	12.7	3.6	21.9
1990-91					
Total	37.5	36.2	9.8	3.0	13.4
Public	35.2	39.4	9.6	3.1	12.7
Private	54.1	13.3	11.2	2.9	18.4

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 and 1990-91 (Teacher Questionnaire).

CHAPTER 7 • SUPPLY, DEMAND, AND SHORTAGE OF TEACHERS

The adequacy of the supply of teachers is a matter of great importance to educators, policymakers, parents, and others interested in educational issues. Of particular concern is the possibility of shortages in fields such as mathematics and science, where teachers and potential teachers are often perceived as having attractive career alternatives outside education. Many are also concerned about the growing need for special education, bilingual, and ESL teachers as the number of children needing the services of these types of teachers increases. This chapter presents data from the 1990–91 Schools and Staffing Survey (SASS) related to the supply, demand, and shortage of teachers and data on the sources of the current supply of teachers. It concludes with a short description of changes between 1987–88 and 1990–91.

ASPECTS OF SUPPLY, DEMAND, AND SHORTAGE

SASS provides several indicators of the adequacy of the teacher supply including administrators' reports of their ability to fill vacant positions and the level of difficulty encountered in filling positions in different fields. It also provides information on the methods administrators use to deal with shortages when they exist, which is important to the quality of education.

Ability to Fill Vacancies

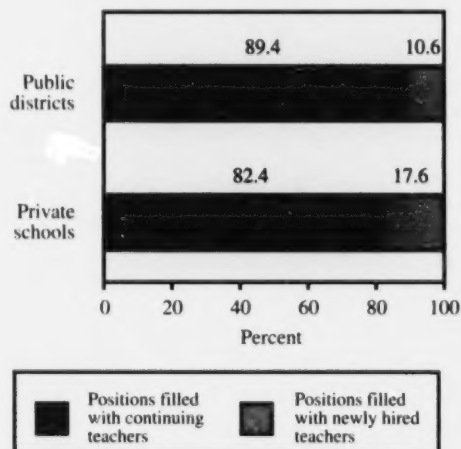
One indicator of whether the demand for teachers is being met is the extent to which districts and schools are able to fill teaching positions. In 1990–91, both public districts and private schools had filled an average of 99 percent of their approved positions (table 7.1). There was little difference by type of school or district, although private schools found it necessary to do more hiring. An average of 18 percent of their teaching positions were filled with newly hired

teachers, compared with an average of 11 percent for public school districts (figure 7.1).³⁹

The proportion of newly hired teachers was related to district and school size. In public school districts with fewer than 1,000 students, an average of 13 percent of teachers were newly hired, compared with 8 percent to 10 percent in larger districts. In the smallest private schools, 20 percent of the teachers were newly hired, almost double the proportion in the largest size category (11 percent).

³⁹Public districts and private schools were instructed to include teachers returning from unpaid leave of absence of one school year or more in their counts of newly hired teachers, but not to include substitute teacher

Figure 7.1—Average percentage of approved positions filled with new and continuing teachers in public school districts and private schools: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Teacher Demand and Shortage and Private School Questionnaires).

Table 7.1—Average percentage of approved positions filled, left vacant or filled with long-term substitutes, or withdrawn in public districts and private schools, and average percentage of 1990–91 teachers who had been laid off, by selected public school district and private school characteristics: 1990–91

	Average percent positions filled	Of filled positions average percent filled by		Average percent positions vacant/sub.	Average percent positions withdrawn	Average percent teachers laid off since 1989–90*
		Newly hired teachers	Continuing teachers			
PUBLIC DISTRICTS	99.4	10.6	89.4	0.4	0.1	0.6
Region						
Northeast	99.5	6.4	93.6	0.4	0.0	0.9
Midwest	99.4	10.7	89.3	0.4	0.2	0.7
South	99.6	11.3	88.7	0.3	0.1	0.3
West	99.3	14.0	86.0	0.7	0.1	0.4
District size						
Less than 1,000	99.3	12.8	87.2	0.5	0.2	0.7
1,000 to 4,999	99.6	7.8	92.2	0.3	0.0	0.5
5,000 to 9,999	99.4	8.6	91.4	0.5	0.1	0.6
10,000 or more	99.4	9.8	90.2	0.6	0.0	0.5
Minority enrollment						
Less than 20%	99.5	10.0	90.0	0.3	0.1	0.7
20% or more	99.2	12.5	87.5	0.8	0.1	0.4
Minority teachers						
Less than 10%	99.5	10.5	89.5	0.4	0.1	0.6
20% or more	99.3	11.0	89.0	0.6	0.1	0.4
PRIVATE SCHOOLS	98.7	17.6	82.4	0.9	0.3	1.3
Region						
Northeast	98.9	16.5	83.5	0.8	0.3	1.5
Midwest	99.2	17.2	82.8	0.5	0.3	1.5
South	99.0	18.0	82.0	0.8	0.2	1.1
West	97.6	18.7	81.3	2.0	0.5	1.2
School size						
Less than 150	98.1	19.9	80.1	1.4	0.5	1.7
150 to 499	99.4	15.5	84.5	0.4	0.1	1.0
500 to 749	99.4	12.7	87.3	0.5	—	0.7
750 or more	99.6	10.6	89.4	0.3	—	0.6
Minority enrollment						
Less than 20%	99.0	16.7	83.3	0.6	0.4	1.4
20% or more	98.1	19.4	80.6	1.6	0.2	1.3
Minority teachers						
Less than 10%	99.0	16.5	83.5	0.7	0.3	1.4
20% or more	97.6	21.6	78.4	2.0	0.4	1.3

—Too few cases for a reliable estimate.

*Teachers whose contracts were not renewed at the end of the 1989–90 school year because of budget limitations, declining enrollment, or elimination of courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Private School and Teacher Demand and Shortage Questionnaires).

An average of 0.4 percent of the teaching positions in public districts were vacant or temporarily filled by a substitute, and an average of 0.1 percent were abolished or withdrawn because suitable candidates could not be found. Private schools had slightly greater proportions in each category. Public districts with large minority enrollments (20 percent or more) had slightly higher average proportions of positions that were vacant or filled by substitutes than did districts with smaller minority enrollments (0.8 percent compared with 0.3 percent).

Private schools did not offer contracts to an average of 1.3 percent of their teachers at the end of 1989-90 because of budget limitations, declining enrollment, or elimination of courses.⁴⁰ In public districts, the average was a little lower (0.6 percent).

Ways of Compensating for Lack of Qualified Teachers

Fifteen percent of all schools reported having teaching vacancies in 1990-91 that could not be filled with a teacher qualified in the course or grade level to be taught (table 7.2).⁴¹ Public schools in central cities had the most serious problem: 23 percent had such vacancies (compared with 13 percent in each of the other two community types). Among public schools in all three community types, the percentage of schools that could not find qualified teachers was greater when minority enrollment was 20 percent or more than when it was less than 20 percent.

When administrators cannot find qualified teachers to fill vacancies, they have a number of methods for covering them, such as cancelling planned courses, expanding some class sizes, adding sections to other teachers' normal teaching loads, assigning a teacher of another subject or grade level, using long- or

short-term substitutes, using part-time or itinerant teachers, or hiring less qualified teachers. Almost one-half (48 percent) of the administrators who had vacancies that they could not fill with qualified teachers in 1990-91 reported that they used substitute teachers to cover vacancies; 26 percent hired less qualified teachers; and 23 percent assigned other teachers. Public school administrators were more likely than private school administrators to use substitute teachers to cover vacancies, while private school administrators were more likely than those in public schools to use part-time teachers or increase the teaching loads of other teachers (figure 7.2).

Within the public sector, the tendency to use particular methods for compensating for vacancies that could not be filled with qualified teachers varied by community type. For example, administrators in central city schools were the most likely to use substitute teachers, while administrators in rural/small town schools were the most likely to hire less qualified teachers.

Difficulty Filling Vacancies by Field

An important indicator of the adequacy of the teacher supply is the difficulty that school administrators experience in filling teaching vacancies. As background to the discussion of the difficulty in filling teaching vacancies by field, Table 7.3 shows the percentages of schools with vacancies in various fields. To a large extent, the percentage of schools with vacancies in a field reflects the proportion of schools with positions in that field. For example, the percentage of schools with vacancies in English, which is widely offered, was 18 percent, while the percentage of schools with vacancies in ESL or bilingual education, which only some schools offer was only 7 percent. Nevertheless, it is interesting to note that 38 percent of all public schools had teaching vacancies in special education in 1990-91.

Among schools with teaching vacancies, the difficulty in filling those vacancies varied by field and type of school (table 7.4). Overall, ESL and bilingual teachers were the most difficult to find. Thirty-seven percent of school administrators who had vacancies in this field found them very difficult or impossible

⁴⁰Public districts and private schools were instructed to count as "laid off" those teachers whose contracts were not renewed at the end of the 1989-90 school year because of budget limitations, declining enrollment, or elimination of courses. They were instructed not to include teachers who were fired or whose contracts were not renewed for performance reasons.

⁴¹No definition of "qualified" was provided in the questionnaire. Administrators used their own judgment when they reported that positions could not be filled with qualified teachers.

Table 7.2—Percentage of schools with vacancies that could not be filled with a qualified teacher and percentage of those that used various methods to compensate for their vacancies, by selected school characteristics: 1990–91

	Unable to fill with vac. qualified teacher	Methods used by schools unable to fill vacancies with qualified teacher						Hired less qualified teacher
		Cancelled courses	Increased class sizes	Increased teaching loads	Assigned another teacher	Used substitute teacher	Used part-time or itinerant teacher	
TOTAL	15.3	6.7	11.3	10.1	22.9	47.8	9.9	26.2
PUBLIC	15.8	6.2	11.0	7.6	22.5	49.7	7.8	27.2
Central city	23.4	4.3	12.1	5.9	17.7	68.8	5.6	22.7
School level								
Elementary	22.4	4.4	14.5	4.5	17.0	69.6	4.7	25.3
Secondary	24.9	3.5	7.0	9.4	20.8	64.1	8.5	15.0
Combined	34.7	—	—	—	14.5	76.9	—	19.3
Minority enrollment								
Less than 20%	8.2	—	11.4	7.0	19.8	46.5	9.8	29.1
20% or more	28.5	4.3	12.1	5.8	17.5	71.0	5.1	22.1
School size								
Less than 150	30.2	—	—	—	—	—	—	—
150 to 499	17.0	3.0	14.2	2.7	16.4	68.1	—	25.8
500 to 749	23.7	3.6	11.8	5.7	15.9	62.0	7.3	25.9
750 or more	30.4	6.5	12.1	8.5	19.1	77.0	4.6	18.5
Urban fringe/large town	13.3	3.1	13.3	6.4	23.1	50.9	7.2	22.2
School level								
Elementary	11.9	—	12.3	4.6	21.0	52.4	5.7	23.1
Secondary	14.9	3.5	14.1	11.3	26.1	50.2	12.9	18.6
Combined	34.6	—	—	—	—	—	—	—
Minority enrollment								
Less than 20%	8.8	5.7	19.3	9.1	28.4	35.8	9.7	17.8
20% or more	18.7	1.6	9.8	4.9	20.0	59.6	5.9	24.8
School size								
Less than 150	20.2	—	—	—	—	—	—	—
150 to 499	10.5	—	11.7	3.9	26.2	47.8	1.9	14.7
500 to 749	14.2	—	14.0	2.8	15.0	58.1	8.9	25.4
750 or more	15.4	5.1	14.6	12.6	25.8	50.6	12.0	22.0
Rural/small town	13.3	9.5	8.9	9.7	26.6	32.1	10.1	33.7
School level								
Elementary	11.1	5.7	6.7	8.2	27.4	32.7	9.7	33.1
Secondary	15.4	16.0	12.2	13.9	25.8	33.4	9.5	35.2
Combined	23.7	8.5	9.0	4.9	25.3	26.7	13.4	32.2
Minority enrollment								
Less than 20%	11.5	9.5	8.8	8.6	22.8	31.4	12.2	33.4
20% or more	17.9	9.6	9.0	11.5	32.8	33.4	6.6	34.1
School size								
Less than 150	9.6	22.6	12.5	9.5	31.1	35.3	7.4	22.3
150 to 499	13.9	8.0	6.6	8.1	24.0	26.9	10.9	36.8
500 to 749	12.2	6.4	7.7	8.1	31.3	42.2	7.5	35.1
750 or more	16.8	9.9	16.2	18.1	26.7	36.8	12.6	28.3

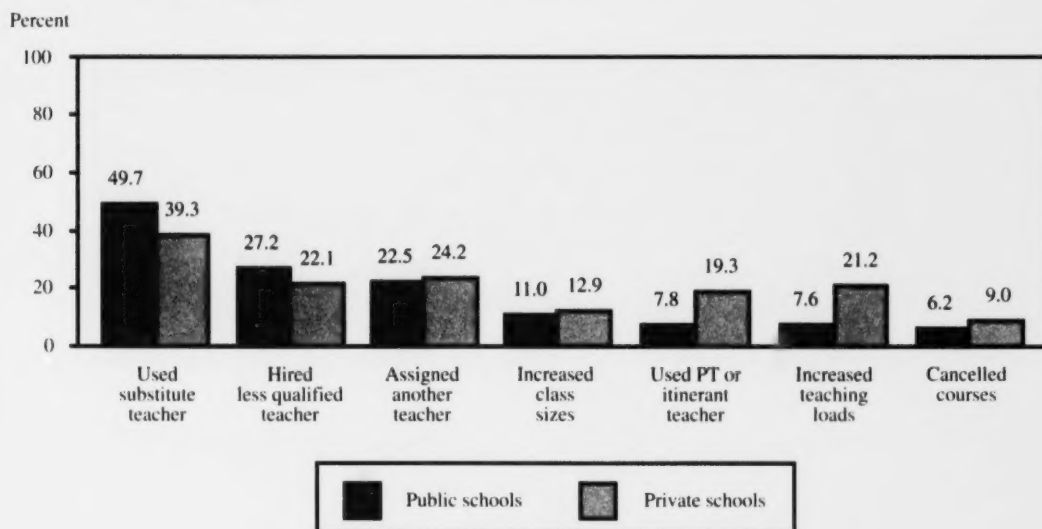
Table 7.2—Percentage of schools with vacancies that could not be filled with a qualified teacher and percentage of those that used various methods to compensate for their vacancies, by selected school characteristics: 1990–91—Continued

	Unable to fill with vac. qualified teacher	Methods used by schools unable to fill vacancies with qualified teacher						Hired less qualified teacher
		Cancelled courses	Increased class sizes	Increased teaching loads	Assigned another teacher	Used substitute teacher	Used part-time or itinerant teacher	
PRIVATE	13.7	9.0	12.9	21.2	24.2	39.3	19.3	22.1
Central city	13.5	5.4	9.6	24.5	24.5	42.7	20.4	29.2
School level								
Elementary	11.1	—	9.4	6.5	15.3	43.7	14.6	26.1
Secondary	14.8	—	—	—	—	—	—	—
Combined	19.5	—	—	—	—	—	—	—
Minority enrollment								
Less than 20%	11.7	6.1	12.9	38.3	38.6	36.9	20.1	31.4
20% or more	15.7	4.8	6.7	12.3	12.0	47.9	20.7	27.2
School size								
Less than 150	18.7	—	12.7	26.4	17.3	48.5	24.3	29.9
150 to 499	11.3	6.4	5.5	20.7	33.3	32.6	17.4	32.0
500 to 749	8.1	—	—	—	—	—	—	—
750 or more	8.1	—	—	—	—	—	—	—
Urban fringe/large town	14.0	12.4	10.8	16.4	23.2	48.0	21.9	18.9
School level								
Elementary	10.5	—	10.9	7.1	23.8	52.1	21.5	10.9
Secondary	16.1	—	—	—	—	—	—	—
Combined	21.6	21.2	7.2	21.2	20.7	48.6	20.4	31.7
Minority enrollment								
Less than 20%	12.3	19.6	10.3	15.4	19.4	44.0	20.9	22.8
20% or more	17.5	—	11.4	17.9	29.2	54.2	23.5	12.7
School size								
Less than 150	18.2	16.9	8.6	12.7	13.3	56.6	21.1	25.6
150 to 499	11.0	—	13.5	19.4	36.2	34.5	23.4	13.6
500 to 749	8.4	—	—	—	—	—	—	—
750 or more	18.3	—	—	—	—	—	—	—
Rural/small town	13.5	10.9	21.9	22.1	25.1	20.6	13.7	13.9
School level								
Elementary	9.7	—	—	—	—	—	—	—
Secondary	7.9	—	—	—	—	—	—	—
Combined	22.3	—	—	—	—	—	—	—
Minority enrollment								
Less than 20%	12.6	11.1	22.4	15.7	28.0	14.5	13.8	13.1
20% or more	19.3	—	—	—	—	—	—	—
School size								
Less than 150	14.6	11.8	24.5	24.1	28.5	17.3	16.0	6.0
150 to 499	11.7	—	—	—	—	—	—	—
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Figure 7.2—Percentage of public and private schools that used various methods to compensate for unfilled vacancies: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

to fill (figure 7.3). At the other extreme were the general elementary and English fields. Among the administrators with vacancies in these fields, only 3 percent and 5 percent, respectively, found them very difficult or impossible to fill.

Private school administrators with vacancies in math, physical science, and biology or other life sciences were considerably more likely than public school administrators with vacancies in those fields to report that it was very difficult or impossible to fill them. Private school administrators were also more likely than their public school counterparts to have difficulty filling general elementary vacancies.

Within the public sector, central city school administrators with vacancies in the general elementary field were more likely than administrators in other community types to report that it was very difficult or impossible to fill vacancies (6 percent compared with 1 percent). Also, public school administrators in schools with 20 percent or more minority students were more likely than those in public schools with smaller minority enrollments to find it very difficult

or impossible to fill their vacancies in the following fields: general elementary, special education, mathematics, and biology or life sciences.

Retraining to Deal with Teacher Shortages

When teacher shortages are specific to certain fields, districts or schools may offer their teaching staff the opportunity to retrain so that they can teach in a field of shortage. Overall, 10 percent of public school districts and 16 percent of private schools provided free retraining to prepare staff members to teach in fields with current or anticipated shortages (table 7.5). They provided this retraining in a variety of fields. In the case of any one specific field, relatively few districts provided free retraining (2 percent to 5 percent, depending on the field). However, more districts provided free retraining for special education than for any other field except math.

The percentage of public school districts that provided free retraining varied by region. Districts in the South were the most likely to provide some free retraining (20 percent, compared with 13 percent in

Table 7.3—Percentage of schools with vacancies in various teaching fields, by selected school characteristics: 1990–91

	General elementary	Special ed.	English	Math	Physical science	Biology or life science	ESL or bilingual ed.	Foreign language	Voc./ tech. ed.
TOTAL	47.5	30.4	17.8	17.0	12.6	11.0	7.0	10.4	8.3
PUBLIC	47.7	37.5	18.0	17.1	11.9	10.4	8.3	9.8	10.1
Community type									
Central city	55.2	42.1	16.4	16.3	11.7	11.0	14.7	10.1	9.8
Urban fringe/large town	48.9	38.3	17.4	17.5	12.6	10.5	9.6	10.5	8.1
Rural/small town	43.6	35.0	19.0	17.2	11.7	10.2	4.6	9.3	11.2
School level									
Elementary	62.9	37.5	8.3	8.0	6.1	4.6	8.0	3.6	3.4
Secondary	5.9	35.4	44.1	41.6	27.9	25.3	9.2	26.1	27.8
Combined	38.6	48.5	25.8	24.8	15.3	19.9	8.1	16.7	16.9
Minority enrollment									
Less than 20%	44.7	34.4	16.3	15.1	10.3	8.9	3.8	9.4	9.9
20% or more	51.8	41.7	20.3	19.8	14.2	12.5	14.4	10.4	10.2
School size									
Less than 150	30.3	20.1	12.0	10.9	8.1	5.6	2.7	4.8	7.9
150 to 499	51.4	32.8	11.1	11.0	7.1	6.4	4.5	5.7	6.7
500 to 749	59.2	45.7	17.1	15.3	10.7	9.2	11.6	9.1	9.3
750 or more	34.4	52.1	42.6	40.7	29.9	26.9	18.3	25.9	22.0
PRIVATE	47.1	7.3	17.2	16.8	14.6	13.0	2.9	12.3	2.7
Community type									
Central city	53.5	8.4	21.0	20.4	17.3	15.3	3.7	15.2	3.0
Urban fringe/large town	48.9	8.6	18.8	18.5	15.4	14.9	3.4	13.3	2.9
Rural/small town	37.3	4.8	10.7	10.5	10.3	8.1	1.4	7.6	2.3
School level									
Elementary	56.2	4.3	10.9	10.4	9.5	8.0	1.4	5.5	1.3
Secondary	2.1	8.1	40.6	40.1	30.8	30.3	6.5	35.5	6.4
Combined	42.0	14.4	23.6	23.2	20.7	18.3	5.1	19.7	4.8
Minority enrollment									
Less than 20%	46.2	6.3	16.4	16.6	13.7	12.0	2.7	12.7	2.2
20% or more	49.0	9.7	18.9	17.2	16.5	15.0	3.3	11.3	3.9
School size									
Less than 150	35.7	8.7	9.4	9.1	9.2	7.1	2.7	7.0	2.4
150 to 499	61.9	5.2	23.3	22.6	19.1	17.3	2.9	15.3	2.8
500 to 749	52.2	9.5	36.5	35.2	22.9	30.6	4.0	28.3	5.0
750 or more	37.7	10.0	53.4	56.2	44.1	38.6	3.9	49.9	4.7

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

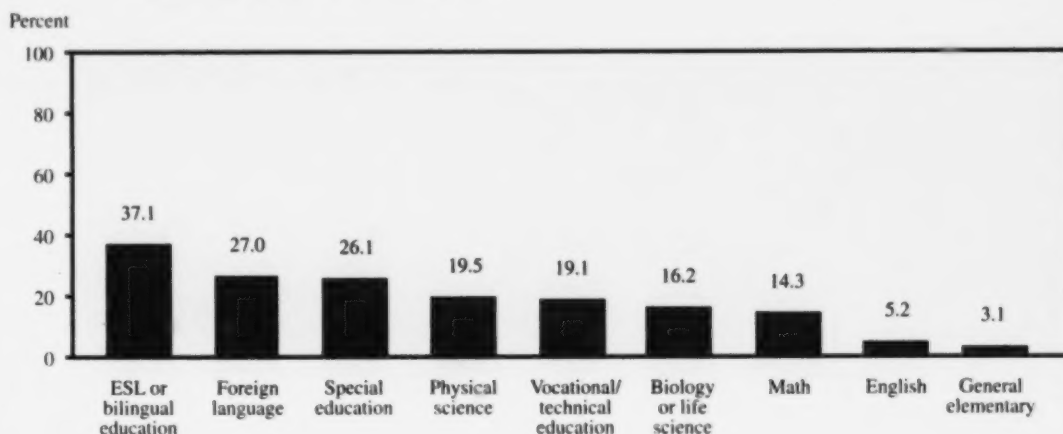
Table 7.4—Percentage of schools with vacancies in various teaching fields that found it very difficult or impossible to fill the vacancies, by selected school characteristics: 1990-91

	General elementary	Special ed.	English	Math	Physical science	Biology or life science	ESL or bilingual ed.	Foreign language	Voc./tech. ed.
TOTAL	3.1	26.1	5.2	14.3	19.5	16.2	37.1	27.0	19.1
PUBLIC	2.3	25.9	4.7	12.1	16.2	13.2	38.2	26.3	19.7
Community type									
Central city	5.9	26.0	6.6	15.5	16.0	16.5	40.5	25.1	22.1
Urban fringe/large town	0.6	19.9	3.0	9.5	11.1	10.3	40.4	19.5	20.5
Rural/small town	1.1	29.3	4.8	11.9	19.2	13.0	32.6	30.9	18.4
School level									
Elementary	2.3	24.6	4.5	10.7	12.2	10.8	39.9	21.1	23.3
Secondary	2.5	27.8	4.2	11.7	16.0	12.3	38.5	26.1	19.0
Combined	0.8	33.3	9.2	20.9	40.2	25.9	15.2	43.3	14.9
Minority enrollment									
Less than 20%	0.8	21.6	3.6	9.3	15.8	9.8	36.3	25.2	18.4
20% or more	4.0	30.8	5.9	14.9	16.6	16.5	38.9	27.6	21.3
School size									
Less than 150	—	34.1	11.1	16.7	12.9	12.3	23.8	40.9	18.4
150 to 499	2.2	26.2	5.2	11.4	18.0	15.1	34.0	30.7	19.4
500 to 749	2.5	22.9	1.8	8.0	12.0	5.6	41.6	23.7	18.6
750 or more	3.3	26.8	4.6	13.8	17.7	15.5	39.8	22.9	20.9
PRIVATE	6.0	28.3	6.9	21.6	28.1	24.0	26.3	29.0	12.9
Community type									
Central city	4.3	24.2	3.4	18.4	21.6	20.1	10.5	22.8	7.5
Urban fringe/large town	6.0	36.9	11.3	25.6	38.7	32.3	50.1	34.7	17.0
Rural/small town	9.0	21.3	7.6	22.1	25.4	17.3	—	34.3	—
School level									
Elementary	5.2	19.2	6.1	25.9	27.9	26.2	27.1	28.7	—
Secondary	—	25.0	1.3	16.5	24.5	19.1	6.8	23.8	—
Combined	8.6	35.4	11.5	20.2	30.3	24.6	35.2	32.7	—
Minority enrollment									
Less than 20%	4.9	33.1	9.0	22.0	29.1	25.7	36.5	32.6	18.4
20% or more	8.3	21.4	2.9	20.7	26.2	20.9	—	20.0	6.2
School size									
Less than 150	11.2	35.0	7.3	20.0	24.1	21.2	36.5	36.2	7.9
150 to 499	2.7	18.2	7.4	23.9	30.4	27.4	17.8	30.4	17.7
500 to 749	—	—	6.8	20.9	29.5	18.7	—	14.9	—
750 or more	0.0	—	—	11.6	27.7	16.5	—	12.9	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Figure 7.3—Percentage of schools with vacancies in various teaching fields that found it very difficult or impossible to fill the vacancies: 1990–91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

the West, 8 percent in the Northeast, and 5 percent in the Midwest). Eleven percent of the districts in the South provided free retraining in special education and in mathematics, compared with 3 percent to 4 percent in the other regions.

Free training was most common in large districts. Twenty-eight percent of public school districts with 10,000 or more students provided some free retraining. Fifteen percent of these largest districts provided free retraining in special education and 16 percent in the bilingual/ESL field.

SOURCES OF CURRENT SUPPLY

Overall, 12 percent of all teachers in 1990–91 were newly hired (table 7.6). The proportion was greater in the private sector than in the public sector (18 percent compared with 12 percent). Within the public sector, elementary school teachers were more likely than secondary school teachers to be newly hired, regardless of community type. In the private sector, this difference was statistically significant only in urban fringe/large town communities.

The percentage of teachers who were teaching for the first time in 1990–91 was relatively low overall (4 percent), although it was greater in private schools than public schools (7 percent compared with 4 percent). Within the public sector, teachers in schools with 20 percent or more minority students were more likely than those in schools with smaller minority enrollments to be first-time teachers. This was true in all three community types.

Seventy-three percent of all experienced teachers who were newly hired in 1990–91 had been teaching in another school the previous year (table 7.6). Another 10 percent had been working in an occupation outside the field of education; 7 percent had been caring for family members; and 6 percent had been working as substitute teachers. The remaining experienced teachers had been students at a college or university, unemployed, or engaged in some other activity.

Public and private schools relied differently on the various sources of teachers. Newly hired experienced public school teachers were more much more likely

Table 7.5—Percentage of public districts and private schools that provided free retraining to prepare staff members to teach in fields with current or anticipated shortages, by selected public school district and private school characteristics: 1990-91

	Any field	Special ed.	Math	Computer science	Physical science	Biol./life science	Bilingual ed./ESL	Foreign language	Voc. ed.	Other fields
PUBLIC DISTRICTS	10.3	4.8	4.5	3.3	3.7	3.5	3.5	2.6	2.3	3.3
Region										
Northeast	7.8	2.8	2.7	2.9	2.0	2.1	2.2	2.4	2.0	4.3
Midwest	4.7	2.5	2.6	2.5	2.4	2.3	1.3	1.5	2.0	1.9
South	19.8	11.2	11.0	5.4	8.9	8.3	5.1	5.3	3.3	5.3
West	13.3	4.0	2.9	3.0	1.9	2.1	7.4	1.8	1.9	2.6
District size										
Less than 1,000	7.9	3.4	3.5	2.7	2.7	2.7	2.3	2.1	2.3	3.0
1,000 to 4,999	10.9	5.1	5.0	3.4	4.0	4.0	3.6	2.9	2.1	3.1
5,000 to 9,999	16.5	8.0	7.7	5.3	6.5	6.2	5.1	3.1	3.3	4.7
10,000 or more	28.1	15.0	9.9	7.0	8.9	6.3	16.4	6.1	3.2	5.7
Minority enrollment										
Less than 20%	7.9	3.5	3.7	2.9	3.2	2.9	2.1	2.2	2.2	3.1
20% or more	17.9	8.6	7.1	4.5	5.1	5.4	8.0	3.7	2.7	4.0
Minority teachers										
Less than 10%	8.1	3.6	3.6	2.8	3.0	2.8	2.3	2.2	2.0	2.9
20% or more	22.7	11.2	9.9	6.2	7.2	7.8	10.1	5.0	3.6	5.5
PRIVATE SCHOOLS	16.0	4.0	8.1	7.5	6.1	6.0	3.0	2.8	2.2	6.0
Region										
Northeast	16.0	2.7	8.9	6.4	5.0	5.5	1.6	1.9	1.4	4.2
Midwest	12.9	3.4	6.8	7.7	5.8	5.7	3.0	2.0	2.0	4.5
South	21.0	4.1	10.2	9.3	8.2	7.9	4.5	4.4	3.4	9.4
West	14.7	5.8	6.6	6.4	4.9	4.4	2.5	2.8	2.1	5.9
School size										
Less than 150	17.9	4.7	7.8	7.9	6.2	5.9	3.5	2.4	2.6	6.7
150 to 499	13.2	2.7	7.7	6.6	5.1	5.3	2.2	2.6	1.6	4.9
500 to 749	18.0	6.0	12.3	10.2	10.2	9.5	3.8	6.7	2.8	6.4
750 or more	17.7	3.8	14.3	11.7	12.5	12.1	3.9	8.1	2.5	6.8
Minority enrollment										
Less than 20%	14.6	3.1	7.3	7.3	6.1	6.0	2.8	2.6	2.1	5.3
20% or more	19.2	5.9	9.9	8.0	5.9	5.9	3.3	3.1	2.4	7.4
Minority teachers										
Less than 10%	14.8	3.4	7.5	7.7	5.7	5.8	2.9	2.7	2.2	5.5
20% or more	21.0	6.1	10.5	6.9	7.5	6.6	3.4	3.2	2.4	7.8

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Private School and Teacher Demand and Shortage Questionnaires).

than their private school counterparts to have come from another school (76 percent compared with 59 percent) (figure 7.4). Newly hired private school teachers, on the other hand, were more likely than newly hired public school teachers to have been working outside the education field or caring for family members.

CHANGES IN THE SUPPLY, DEMAND, AND SHORTAGE OF TEACHERS: 1987-88 TO 1990-91

Ability to Fill Vacancies

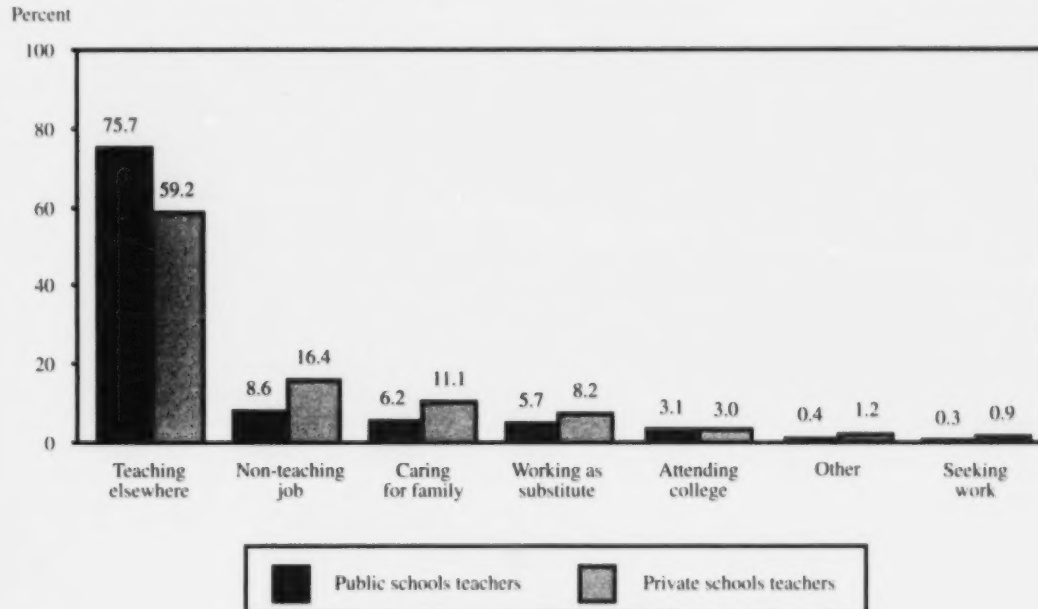
In both 1987-88 and 1990-91, public districts and private schools were able to fill almost all of their vacant positions (table 7.7). In private schools, the average percentage of teachers who were new was

smaller in 1990-91 than in 1987-88, which implies a lower turnover rate in the intervening period. Although the percentage of positions that were withdrawn because suitable candidates could not be found was 1 percent or less, it declined in both public districts and private schools from 1987-88 to 1990-91.

Retraining to Deal with Teacher Shortages

The proportions of public districts and private schools that provided free retraining to staff members to prepare them to teach in fields with current or anticipated shortages did not change significantly between 1987-88 and 1990-91 (table 7.8). There was, however, a decline in the percentage of public districts that provided free retraining to teach computer science (from 5 percent to 3 percent).

Figure 7.4—Percentage distribution of newly hired, experienced teachers in public and private schools, by previous year's activity: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Teacher Questionnaire).

Table 7.6—Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1989–90 main activity, by selected school characteristics: 1990–91

	Percent newly hired	Percent first-time teachers	Teaching elsewhere	Experienced teachers' 1989-90 main activity				Seeking work	Other
				Working as sub.	Attending college	Non-teaching job	Caring for family		
TOTAL	12.2	4.0	73.1	6.1	3.0	9.8	6.9	0.4	0.6
PUBLIC	11.5	3.6	75.7	5.7	3.1	8.6	6.2	0.3	0.4
Central city	12.9	3.6	75.4	4.3	4.1	9.9	5.8	—	—
School level									
Elementary	14.6	4.2	75.2	4.7	3.7	10.0	5.8	—	0.0
Secondary	9.4	2.3	76.8	2.7	4.7	10.0	5.7	0.0	—
Combined	13.9	4.7	69.7	8.6	—	7.4	—	0.0	—
Minority enrollment									
Less than 20%	11.7	2.5	75.6	7.0	1.6	11.2	4.4	0.0	—
20% or more	13.2	4.0	75.4	3.6	4.8	9.6	6.2	—	—
School size									
Less than 150	20.5	2.8	70.9	7.6	—	—	—	0.0	0.0
150 to 499	12.8	3.6	79.1	5.5	2.8	6.7	4.5	—	0.0
500 to 749	13.8	4.4	74.9	5.2	1.8	8.6	9.5	0.0	0.0
750 or more	12.2	3.2	74.1	2.9	6.2	12.1	4.5	0.0	—
Urban fringe/large town	11.1	3.5	77.3	6.6	2.7	6.4	6.5	—	—
School level									
Elementary	12.1	4.2	76.4	8.0	2.2	5.2	7.4	—	—
Secondary	9.1	2.5	77.5	4.2	3.7	9.2	5.1	0.0	—
Combined	14.5	2.6	89.3	3.1	—	—	4.8	0.0	0.0
Minority enrollment									
Less than 20%	9.9	2.8	73.5	8.4	2.0	6.3	9.1	0.0	—
20% or more	12.5	4.4	81.3	4.7	3.3	6.4	3.9	—	—
School size									
Less than 150	22.4	6.1	91.7	—	—	3.2	—	0.0	0.0
150 to 499	11.3	3.3	80.3	8.8	1.0	6.1	3.7	0.0	0.0
500 to 749	12.9	4.7	74.5	6.8	—	4.8	12.6	0.0	0.0
750 or more	9.5	2.9	76.4	5.0	5.0	7.9	4.3	—	—
Rural/small town	11.0	3.7	74.6	6.0	2.6	9.2	6.7	0.4	0.6
School level									
Elementary	11.5	3.6	74.9	6.6	2.2	7.7	7.7	—	—
Secondary	9.9	3.6	74.7	5.0	3.1	11.5	4.8	0.4	0.5
Combined	13.2	4.9	71.8	4.5	3.5	11.8	5.9	2.2	—
Minority enrollment									
Less than 20%	9.6	3.3	74.0	5.6	3.2	8.3	7.6	0.3	1.0
20% or more	14.5	4.4	75.5	6.5	1.6	10.6	5.3	0.5	0.0
School size									
Less than 150	14.9	6.7	78.8	5.8	3.6	8.8	2.8	—	0.0
150 to 499	10.4	3.4	73.6	6.3	2.7	7.4	8.1	0.8	1.1
500 to 749	11.3	3.2	73.8	4.9	2.1	11.1	7.8	—	—
750 or more	10.9	3.8	76.2	6.9	2.5	10.5	3.8	—	—

Table 7.6—Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1989–90 main activity, by selected school characteristics: 1990–91—Continued

	Percent newly hired	Percent first-time teachers	Teaching elsewhere	Experienced teachers' 1989–90 main activity					
				Working as sub.	Attending college	Non-teaching job	Caring for family	Seeking work	Other
PRIVATE	17.7	6.8	59.2	8.2	3.0	16.4	11.1	0.9	1.2
Central city	17.9	7.1	61.9	10.2	1.8	14.1	9.5	—	—
School level									
Elementary	19.0	7.7	62.4	10.7	2.6	12.5	11.1	0.0	—
Secondary	15.2	4.7	76.5	5.8	—	12.8	—	—	0.0
Combined	18.6	8.5	48.3	13.2	—	18.5	13.8	0.0	—
Minority enrollment									
Less than 20%	16.1	6.2	60.4	9.6	3.2	14.2	9.9	—	—
20% or more	21.0	8.8	63.9	11.1	0.0	14.1	9.0	—	—
School size									
Less than 150	23.9	10.9	67.7	5.6	2.2	20.9	3.5	0.0	0.0
150 to 499	18.7	7.8	56.9	13.7	1.9	13.9	11.3	—	—
500 to 749	13.7	4.1	65.1	—	0.0	11.2	13.1	0.0	—
750 or more	14.1	4.6	68.8	12.5	—	—	—	0.0	0.0
Urban fringe/large town	17.5	5.7	55.6	6.7	5.5	18.3	12.4	—	—
School level									
Elementary	18.9	6.0	58.4	9.8	2.5	16.0	12.5	0.0	—
Secondary	10.4	2.8	73.7	—	—	19.7	0.0	0.0	0.0
Combined	18.5	6.5	46.4	—	11.1	21.4	15.4	—	0.0
Minority enrollment									
Less than 20%	16.5	5.4	58.4	8.1	6.0	12.6	13.3	—	—
20% or more	19.9	6.5	49.8	4.1	4.7	29.5	10.5	—	0.0
School size									
Less than 150	24.9	10.6	47.2	6.1	9.5	20.3	15.4	—	0.0
150 to 499	17.5	5.0	56.2	7.6	4.7	18.4	11.3	—	—
500 to 749	8.2	2.3	—	—	—	—	—	—	—
750 or more	9.4	1.6	—	—	—	—	—	—	—
Rural/small town	16.8	7.6	59.7	4.5	2.2	15.5	15.0	—	—
School level									
Elementary	15.1	8.1	64.5	4.4	—	6.2	22.7	0.0	0.0
Secondary	15.9	5.0	—	—	—	—	—	—	—
Combined	18.8	7.9	60.6	—	0.0	18.3	—	—	—
Minority enrollment									
Less than 20%	16.6	7.5	56.8	4.9	2.5	15.6	16.6	—	—
20% or more	18.0	8.6	—	—	—	—	—	—	—
School size									
Less than 150	19.5	10.8	63.5	2.4	—	9.5	16.0	—	—
150 to 499	15.6	6.0	56.8	6.9	0.0	21.0	15.0	—	0.0
500 to 749	12.2	3.4	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table 7.7—Average percentage of approved positions filled, left vacant or filled with long-term substitutes, or withdrawn in public districts and private schools: 1987–88 and 1990–91

	Average percent positions filled	Of filled positions average percent filled by New teachers Continuing teachers		Average percent positions vacant/sub.	Average percent positions withdrawn
1987-88					
Public districts	99.0	9.8	90.2	0.6	0.4
Private schools	98.2	21.7	78.3	0.7	1.0
1990-91					
Public districts	99.4	10.6	89.4	0.4	0.1
Private schools	98.7	17.6	82.4	0.9	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Demand and Shortage and Private School Questionnaires).

Table 7.8—Percentage of public districts and private schools that provided free retraining to prepare staff members to teach in fields with current or anticipated shortages: 1987–88 and 1990–91

	Any field	Special education	Math	Computer science	Physical science	Biol./life science	Bilingual ed./ESL	Foreign language
1987–88								
Public districts	11.7	4.9	5.3	4.6	4.3	3.8	3.0	2.6
Private schools	13.7	3.9	6.2	7.5	4.7	4.1	1.0	2.9
1990–91								
Public districts	10.3	4.8	4.5	3.3	3.7	3.5	3.5	2.6
Private schools	16.0	4.0	8.1	7.5	6.1	6.0	3.0	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 and 1990–91 (Teacher Demand and Shortage and Private School Questionnaires).

Teacher Supply

The percentage of teachers who were newly hired increased slightly between 1987-88 and 1990-91 in public schools, but remained about the same in private schools (table 7.9). The percentage of newly hired teachers who were first-time teachers increased in both public and private schools.

Table 7.9—Percentage of full-time teachers who were newly hired and who were first-time teachers, by sector: 1987-88 and 1990-91

	Percent newly hired	Percent first-time teachers
1987-88		
Total	11.3	3.1
Public	10.5	2.8
Private	17.1	5.2
1990-91		
Total	12.2	4.0
Public	11.5	3.6
Private	17.7	6.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 and 1990-91 (Teacher Questionnaire).

APPENDIX A
PUBLIC SCHOOL TABLES, BY STATE AND
PRIVATE SCHOOL TABLES, BY TYPOLGY

Table A1—Number of public schools and students and average number of students per full-time-equivalent (FTE) teacher, by state: 1990–91

	Schools	Students	Average students/ FTE tchr.
TOTAL	79,885	40,103,699	16.7
Alabama	1,243	688,980	16.7
Alaska	425	109,112	14.4
Arizona	992	590,529	18.9
Arkansas	1,074	415,981	15.1
California	7,193	4,798,136	23.2
Colorado	1,304	575,845	16.8
Connecticut	933	453,813	14.3
Delaware	161	96,375	16.2
Dist. of Columbia	170	78,415	13.9
Florida	2,269	1,766,890	16.2
Georgia	1,650	1,102,779	16.4
Hawaii	231	176,149	17.4
Idaho	545	215,692	18.1
Illinois	3,949	1,804,706	15.8
Indiana	1,856	894,518	16.8
Iowa	1,530	479,023	14.6
Kansas	1,442	453,170	14.1
Kentucky	1,323	617,625	15.9
Louisiana	1,449	738,300	15.8
Maine	738	218,614	14.0
Maryland	1,128	675,491	17.8
Massachusetts	1,775	810,755	14.6
Michigan	3,110	1,418,907	18.5
Minnesota	1,434	719,581	16.3
Mississippi	913	506,697	18.5
Missouri	2,063	818,239	15.0
Montana	739	157,530	14.3
Nebraska	1,455	260,030	11.9
Nevada	313	198,751	17.4
New Hampshire	417	147,023	14.6
New Jersey	2,224	1,112,872	13.5
New Mexico	626	292,482	16.4
New York	3,889	2,384,989	14.7
North Carolina	1,917	1,069,603	16.1
North Dakota	647	118,778	13.7
Ohio	3,623	1,716,955	17.3
Oklahoma	1,730	574,546	14.9
Oregon	1,164	459,106	17.2
Pennsylvania	3,205	1,722,046	16.7
Rhode Island	294	148,027	15.1
South Carolina	1,085	649,828	16.8
South Dakota	732	148,790	13.8
Tennessee	1,485	789,393	17.9
Texas	5,651	3,323,523	15.3
Utah	718	438,875	23.2
Vermont	331	90,632	13.6
Virginia	1,737	943,179	15.6
Washington	1,772	897,997	21.4
West Virginia	1,007	336,584	14.9
Wisconsin	1,848	796,131	14.8
Wyoming	376	101,710	13.3

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table A2—Number of private schools and students and average number of students per full-time-equivalent (FTE) teacher, by private school typology: 1990–91

	Schools	Students	Average students/ FTE tchr.
TOTAL	24,690	4,673,878	16.1
Catholic	8,731	2,555,932	21.2
Parochial	5,437	1,363,832	21.8
Diocesan	2,400	833,311	21.2
Private order	894	358,789	17.3
Other religious	11,476	1,468,533	14.2
Conservative Christian	4,045	546,928	13.6
Affiliated	4,262	631,919	15.6
Unaffiliated	3,169	289,686	13.1
Nonsectarian	4,483	649,414	11.3
Regular	1,950	431,748	12.3
Special emphasis	1,700	157,972	12.1
Special education	833	59,694	7.2

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table A3—Percentage distribution of students by racial-ethnic background and percent minority students in public schools, by state: 1990-91

	White non-Hisp.	Black non-Hisp	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
TOTAL	68.6	16.1	11.1	1.3	2.9	31.4
Alabama	59.5	37.8	0.3	1.9	0.6	40.5
Alaska	69.3	4.7	2.2	20.1	3.8	30.7
Arizona	61.2	3.7	26.4	7.2	1.4	38.8
Arkansas	73.3	24.9	0.8	0.4	0.6	26.7
California	47.0	8.9	34.9	0.9	8.3	53.0
Colorado	74.6	5.7	16.8	1.0	1.9	25.4
Connecticut	77.3	11.6	9.1	0.2	1.9	22.7
Delaware	70.5	25.2	2.4	0.1	1.9	29.5
Dist. of Columbia	5.2	85.0	8.8	0.1	1.0	94.8
Florida	59.2	25.5	13.3	0.7	1.3	40.8
Georgia	62.9	34.7	0.9	0.5	1.1	37.1
Hawaii	24.3	2.7	4.0	1.6	67.4	75.7
Idaho	92.5	0.3	5.4	1.0	0.8	7.5
Illinois	65.3	23.6	7.6	0.8	2.7	34.7
Indiana	85.7	11.9	1.7	0.1	0.6	14.3
Iowa	92.3	4.2	1.2	0.4	1.8	7.7
Kansas	85.9	7.2	4.4	1.1	1.3	14.1
Kentucky	90.3	8.7	0.3	0.3	0.4	9.7
Louisiana	52.6	44.1	1.6	0.7	1.0	47.4
Maine	96.9	0.8	0.3	1.2	0.8	3.1
Maryland	62.4	33.9	1.6	0.4	1.7	37.6
Massachusetts	78.8	8.9	8.8	0.5	2.9	21.2
Michigan	77.6	17.3	2.5	1.0	1.6	22.4
Minnesota	89.9	4.0	1.5	1.4	3.2	10.1
Mississippi	51.8	46.9	0.1	0.9	0.3	48.2
Missouri	82.3	15.7	0.8	0.2	0.9	17.7
Montana	88.1	0.3	1.2	9.6	0.8	11.9
Nebraska	88.8	6.7	2.4	1.2	0.9	11.2
Nevada	73.6	9.5	10.8	2.7	3.4	26.4
New Hampshire	97.3	0.9	0.8	0.1	0.9	2.7
New Jersey	67.8	16.4	12.1	0.1	3.7	32.2
New Mexico	41.9	3.2	44.3	9.5	1.2	58.1
New York	65.8	15.3	14.0	0.2	4.8	34.2
North Carolina	68.4	28.6	0.7	1.7	0.6	31.6
North Dakota	91.5	0.6	0.6	6.7	0.5	8.5
Ohio	84.3	11.7	1.7	1.6	0.9	15.7
Oklahoma	72.4	11.5	2.4	12.8	0.8	27.6
Oregon	88.7	2.2	4.2	1.9	2.9	11.3
Pennsylvania	83.4	11.8	2.6	0.9	1.4	16.6
Rhode Island	83.1	6.9	6.3	0.3	3.3	16.9
South Carolina	57.4	41.3	0.4	0.3	0.6	42.6
South Dakota	87.1	0.6	0.5	11.2	0.6	12.9
Tennessee	78.5	20.4	0.3	0.4	0.4	21.5
Texas	52.2	15.5	30.3	0.2	1.8	47.8
Utah	92.3	0.5	3.9	1.6	1.8	7.7
Vermont	97.0	0.5	0.3	1.6	0.7	3.0
Virginia	68.3	26.4	1.8	0.2	3.2	31.7
Washington	82.4	3.8	5.4	3.2	5.1	17.6
West Virginia	95.3	4.1	0.2	0.0	0.3	4.7
Wisconsin	85.3	9.0	1.9	1.9	1.9	14.7
Wyoming	90.4	1.0	5.7	2.3	0.6	9.6

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Table A4—Percentage distribution of students by racial-ethnic background and percent minority students in private schools, by private school typology: 1990-91

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)
TOTAL	78.3	8.3	8.6	0.6	4.1	21.7
Catholic	74.8	9.3	12.2	0.3	3.4	25.2
Parochial	74.2	9.7	12.7	0.3	3.0	25.8
Diocesan	77.5	8.1	11.0	0.3	3.0	22.5
Private order	70.7	10.2	12.7	0.3	6.0	29.3
Other religious	84.1	6.3	4.6	0.9	4.2	15.9
Conservative Christian	82.0	6.6	5.5	1.4	4.4	18.0
Affiliated	84.2	7.0	4.2	0.6	4.0	15.8
Unaffiliated	87.6	4.4	3.5	0.5	4.1	12.4
Nonsectarian	79.2	8.9	3.9	1.3	6.7	20.8
Regular	81.2	6.8	3.2	1.6	7.2	18.8
Special emphasis	76.9	10.7	4.2	0.8	7.4	23.1
Special education	70.1	19.6	8.2	0.7	1.4	29.9

NOTE: Details may not add to totals due to rounding .

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Table A5—Average years of instruction in various subjects required for high school graduation in public schools with 12th grade, by state: 1990–91

	English	Math	Computer science	Social sciences	Physical/biolog. sciences	Foreign languages
TOTAL	3.8	2.4	0.3	2.9	2.1	0.3
Alabama	3.8	2.3	0.2	3.2	2.3	0.6
Alaska	4.0	2.4	0.1	3.0	2.4	0.0
Arizona	4.0	2.4	0.1	3.2	2.1	0.1
Arkansas	3.9	2.7	0.5	2.8	2.4	0.3
California	3.6	2.2	0.2	3.1	1.9	0.7
Colorado	3.7	2.4	0.3	2.9	2.2	0.2
Connecticut	3.9	3.0	0.2	2.9	2.3	0.1
Delaware	—	—	—	—	—	—
Dist. of Columbia	—	—	—	—	—	—
Florida	4.0	3.0	0.2	3.0	2.8	0.3
Georgia	3.7	2.4	0.4	2.9	2.1	0.5
Hawaii	—	—	—	—	—	—
Idaho	3.9	2.3	0.2	3.0	2.4	0.1
Illinois	3.5	2.1	0.1	2.4	1.6	0.2
Indiana	3.7	2.6	0.2	2.6	2.3	0.0
Iowa	3.5	2.2	0.3	3.0	2.1	—
Kansas	4.0	2.2	0.3	2.9	2.0	0.1
Kentucky	4.0	3.0	0.1	2.2	2.1	0.1
Louisiana	3.8	3.0	0.4	3.0	2.9	0.1
Maine	4.0	2.7	0.8	2.4	2.1	0.3
Maryland	4.0	3.0	0.4	3.0	2.3	0.2
Massachusetts	3.9	2.7	0.3	2.6	2.1	0.4
Michigan	3.5	2.1	0.5	3.0	2.1	0.3
Minnesota	3.3	1.6	0.2	3.0	1.5	—
Mississippi	3.9	2.4	0.2	2.7	2.2	0.2
Missouri	3.3	2.2	0.2	2.8	2.2	0.2
Montana	4.0	2.3	0.3	2.5	2.2	0.2
Nebraska	3.9	2.2	0.6	3.2	2.1	0.2
Nevada	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—
New Jersey	3.8	2.8	0.5	2.6	1.9	0.2
New Mexico	4.0	2.9	0.1	2.9	2.1	0.2
New York	4.0	2.0	0.1	3.9	2.0	1.3
North Carolina	4.0	2.4	0.1	2.2	2.2	0.0
North Dakota	4.0	2.3	0.2	3.1	2.1	0.0
Ohio	3.6	2.1	0.1	2.6	1.6	0.1
Oklahoma	3.9	2.3	0.2	2.5	2.1	0.2
Oregon	3.8	2.1	0.2	2.9	2.0	0.2
Pennsylvania	3.8	2.9	0.2	3.3	2.6	0.2
Rhode Island	—	—	—	—	—	—
South Carolina	4.0	3.0	0.1	2.8	2.0	0.2
South Dakota	3.9	2.3	0.9	2.9	2.3	0.2
Tennessee	4.0	2.1	0.1	1.8	2.0	0.4
Texas	4.0	3.0	0.5	2.8	2.3	0.4
Utah	3.8	2.1	0.4	2.9	2.1	0.2
Vermont	—	—	—	—	—	—
Virginia	3.9	2.5	0.2	3.0	2.2	0.4
Washington	3.7	2.2	0.1	3.0	2.1	—
West Virginia	4.0	2.5	0.2	3.1	2.1	0.3
Wisconsin	4.0	2.1	0.3	3.1	2.0	0.2
Wyoming	3.5	2.5	0.2	2.9	2.2	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table A6—Average years of instruction in various subjects required for high school graduation in private schools with 12th grade, by private school typology: 1990–91

	English	Math	Computer science	Social sciences	Physical/ biolog. sciences	Foreign languages
TOTAL	3.8	2.8	0.5	3.1	2.5	1.1
Catholic	4.0	2.8	0.5	3.1	2.4	1.5
Parochial	3.9	2.6	0.6	3.0	2.3	0.8
Diocesan	4.0	2.7	0.4	3.2	2.4	1.3
Private order	4.0	3.0	0.5	3.0	2.5	2.0
Other religious	3.8	2.8	0.5	3.2	2.5	0.9
Conservative Christian	3.7	2.7	0.5	3.2	2.4	0.6
Affiliated	3.9	2.9	0.5	3.3	2.7	1.4
Unaffiliated	3.9	2.9	0.6	3.2	2.6	1.1
Nonsectarian	3.8	2.9	0.6	3.0	2.5	1.3
Regular	3.9	3.1	0.6	3.1	2.6	2.0
Special emphasis	3.6	2.9	0.6	2.9	2.2	1.4
Special education	3.7	2.6	0.6	3.0	2.4	0.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table A7—Of public schools that served 12th graders, percentage that offered various programs of study, average percentage of 10th–12th graders enrolled in these programs, and average graduation and college application rates among 1989–90 12th graders, by state: 1990–91

	College preparatory		Vocational/technical		General		Average % of 12th graders who	
	% schools offered	Average % enrolled	% schools offered	Average % enrolled	% schools offered	Average % enrolled	Graduated	Applied to college
TOTAL	75.9	52.0	79.7	37.5	77.6	45.4	93.4	53.2
Alabam	78.1	41.4	83.2	34.2	90.1	47.6	92.4	46.2
Alaska	74.7	50.4	78.7	69.1	86.1	55.0	91.9	32.5
Arizona	67.6	43.4	85.8	46.9	83.5	4.3	90.9	48.7
Arkansas	61.4	57.4	83.0	41.7	60.4	53.7	96.7	48.0
California	67.3	63.7	72.1	36.9	86.7	52.5	90.2	46.3
Colorado	86.8	50.9	75.7	32.8	83.2	51.6	92.9	58.1
Connecticut	77.7	59.5	62.9	40.6	81.1	45.8	95.9	55.1
Delaware	—	—	—	—	—	—	—	—
Dist. of Columbia	—	—	—	—	—	—	—	—
Florida	53.2	47.6	72.1	42.4	70.6	53.4	80.7	35.6
Georgia	100.0	45.6	94.4	33.4	100.0	31.5	95.7	47.4
Hawaii	—	—	—	—	—	—	—	—
Idaho	71.6	46.9	76.9	43.8	67.4	55.3	91.6	54.3
Illinois	83.0	52.5	93.3	38.5	83.5	35.8	93.7	53.6
Indiana	93.1	47.0	90.9	22.9	92.5	47.0	93.7	50.4
Iowa	76.6	54.8	64.6	34.2	76.0	40.2	97.5	61.7
Kansas	73.1	52.4	56.8	25.3	58.2	37.1	98.0	66.1
Kentucky	81.1	43.6	87.8	34.4	82.0	55.0	94.3	50.7
Louisiana	60.6	55.5	59.9	43.5	53.4	58.5	93.2	41.9
Maine	82.8	60.1	89.3	30.9	81.5	39.8	96.9	58.6
Maryland	80.7	52.4	77.5	31.1	71.0	40.6	95.7	54.7
Massachusetts	98.2	58.6	37.6	48.8	89.0	43.9	95.5	62.8
Michigan	78.4	52.1	76.4	22.7	75.3	45.5	90.1	50.3
Minnesota	74.8	44.1	68.2	31.1	58.4	41.5	96.0	62.0
Mississippi	76.5	52.7	92.3	50.4	78.2	41.2	91.8	59.7
Missouri	67.3	39.3	82.6	27.1	75.7	56.5	97.0	49.9
Montana	77.8	64.4	75.7	43.5	55.1	41.0	94.2	53.3
Nebraska	82.2	59.3	72.0	36.1	74.8	36.1	96.2	69.6
Nevada	—	—	—	—	—	—	—	—
New Hampshire	100.0	—	92.7	—	100.0	—	97.8	59.1
New Jersey	80.1	66.8	81.5	35.1	78.6	33.9	95.5	61.0
New Mexico	71.3	48.0	77.8	37.5	84.9	48.7	96.0	47.0
New York	89.8	62.0	77.2	22.5	89.1	33.5	93.8	67.2
North Carolina	86.6	49.8	88.3	48.8	84.9	43.6	91.1	62.3
North Dakota	37.8	71.1	75.5	49.0	50.9	37.7	97.8	65.5
Ohio	92.9	53.4	82.0	28.3	86.4	44.9	95.3	49.5
Oklahoma	57.7	46.3	94.0	26.4	67.8	36.3	95.8	48.2
Oregon	87.1	33.9	83.4	40.3	79.6	50.9	93.1	54.9
Pennsylvania	80.8	55.7	80.5	28.2	83.4	37.0	94.7	53.2
Rhode Island	—	—	—	—	—	—	—	—
South Carolina	84.5	45.2	94.6	52.2	81.2	50.9	92.1	44.8
South Dakota	49.2	43.9	65.0	42.4	57.9	34.4	97.0	69.7
Tennessee	78.9	42.0	90.5	43.8	77.0	52.4	93.9	45.5
Texas	65.6	49.9	88.5	52.5	69.8	48.4	93.2	55.3
Utah	62.1	39.0	84.5	50.0	58.2	46.9	79.4	45.7
Vermont	—	—	—	—	—	—	—	—
Virginia	86.2	49.3	97.1	44.2	72.3	39.9	95.4	53.8
Washington	70.6	39.7	83.8	45.5	89.0	61.2	87.8	50.0
West Virginia	72.7	38.0	84.1	42.0	69.1	50.0	96.2	45.2
Wisconsin	76.9	48.7	75.1	38.1	70.9	43.3	96.0	57.8
Wyoming	71.1	—	64.6	—	45.6	—	96.5	61.9

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table A8—Of private schools that served 12th graders, percentage that offered various programs of study and average percentage of 10th–12th graders enrolled in those programs, average rate of graduation among 1989–90 12th graders, and average rate of application to college among 1989–90 graduates, by private school typology: 1990–91

	College preparatory		Vocational/technical		General		Average % of 12th graders who	
	% schools offered	Average % enrolled	% schools offered	Average % enrolled	% schools offered	% Average enrolled	Graduated	Applied to college
TOTAL	88.3	77.9	24.3	31.7	59.1	33.0	95.9	75.7
Catholic	95.7	90.3	17.2	8.9	44.7	21.0	98.9	89.9
Parochial	96.0	89.3	23.2	—	59.7	—	99.0	87.8
Diocesan	95.3	89.3	27.3	—	56.9	18.2	98.6	88.8
Private order	96.1	91.7	4.8	—	26.1	—	99.1	91.9
Other religious	89.4	70.8	26.7	31.3	71.0	32.5	96.5	69.1
Conservative Christian	92.5	62.2	35.4	31.7	80.1	31.7	96.3	64.7
Affiliated	83.6	81.8	15.8	25.9	56.2	37.4	97.0	78.2
Unaffiliated	87.3	84.0	13.6	—	61.7	29.0	96.6	69.5
Nonsectarian	79.3	85.3	24.2	54.4	41.0	51.7	91.6	78.6
Regular	93.6	92.1	15.7	—	17.9	—	96.5	92.1
Special emphasis	84.8	81.2	12.7	—	45.0	—	96.0	79.7
Special education	51.5	—	46.8	—	76.1	55.1	79.8	51.7

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table A9—Percentage distribution of public school teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by state: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Avg. age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	28.1	71.9	86.5	8.3	3.4	0.8	1.0	13.5	41.6
Alabama	16.9	83.1	76.3	21.9	0.7	1.0	—	23.7	40.5
Alaska	30.4	69.6	88.3	2.0	1.7	7.0	0.9	11.7	40.3
Arizona	28.3	71.7	85.2	2.4	9.4	2.0	0.9	14.8	41.0
Arkansas	22.3	77.7	84.4	12.7	1.9	0.8	0.3	15.6	40.0
California	31.0	69.0	78.8	6.5	9.7	0.6	4.3	21.2	43.0
Colorado	28.6	71.4	90.7	2.4	5.5	0.9	0.5	9.3	41.3
Connecticut	30.6	69.4	93.0	4.4	1.9	0.5	0.2	7.0	43.9
Delaware	27.1	72.9	82.6	15.6	—	—	—	17.4	43.3
Dist. of Columbia	27.3	72.7	13.5	81.9	3.3	—	—	86.5	45.7
Florida	24.5	75.5	78.2	15.6	5.3	0.4	0.5	21.8	41.1
Georgia	18.1	81.9	78.9	19.7	0.5	0.5	0.4	21.1	39.8
Hawaii	21.5	78.5	19.4	—	3.8	0.4	76.2	80.6	41.6
Idaho	33.7	66.3	97.4	0.0	1.2	0.6	0.8	2.6	41.5
Illinois	30.9	69.1	84.9	11.8	1.8	1.0	0.4	15.1	41.9
Indiana	29.3	70.7	95.4	2.8	0.7	0.6	0.5	4.6	41.4
Iowa	33.6	66.4	97.8	0.9	0.3	0.5	0.5	2.2	41.3
Kansas	25.6	74.4	95.3	1.9	1.4	1.3	0.2	4.7	40.9
Kentucky	24.9	75.1	96.0	2.4	—	0.7	0.7	4.0	40.4
Louisiana	22.3	77.7	70.1	28.0	1.4	—	0.4	29.9	40.4
Maine	30.5	69.5	98.4	—	0.6	0.8	0.0	1.6	41.4
Maryland	27.5	72.5	75.9	22.8	0.4	—	0.6	24.1	41.0
Massachusetts	32.8	67.2	96.6	1.6	0.6	0.7	0.4	3.4	44.2
Michigan	34.0	66.0	88.9	8.6	1.3	0.6	0.6	11.1	43.2
Minnesota	36.8	63.2	97.1	1.0	0.7	1.0	0.2	2.9	42.1
Mississippi	19.8	80.2	70.6	28.0	1.0	0.3	0.1	29.4	41.1
Missouri	24.5	75.5	93.7	5.0	0.8	0.4	0.1	6.3	41.0
Montana	35.5	64.5	94.2	—	0.9	4.3	0.3	5.8	40.1
Nebraska	29.5	70.5	96.0	1.7	1.3	1.0	—	4.0	40.0
Nevada	30.3	69.7	88.6	6.0	2.8	1.6	0.9	11.4	41.3
New Hampshire	26.7	73.3	98.2	—	0.9	—	—	1.8	41.1
New Jersey	30.5	69.5	88.1	8.5	3.0	—	0.2	11.9	43.2
New Mexico	28.9	71.1	72.4	0.6	24.3	2.4	0.3	27.6	41.1
New York	30.5	69.5	90.5	4.7	3.7	0.2	1.0	9.5	43.3
North Carolina	22.0	78.0	80.5	16.5	1.0	2.0	0.0	19.5	40.1
North Dakota	29.9	70.1	96.6	—	1.0	2.0	—	3.4	40.1
Ohio	31.7	68.3	92.6	5.8	1.2	0.3	0.1	7.4	41.3
Oklahoma	21.0	79.0	87.3	4.8	1.1	6.8	—	12.7	39.8
Oregon	40.4	59.6	94.6	1.6	1.2	0.9	1.6	5.4	41.8
Pennsylvania	37.3	62.7	93.5	5.2	0.3	0.8	0.2	6.5	42.3
Rhode Island	25.6	74.4	98.3	0.8	—	—	—	1.7	42.1
South Carolina	17.3	82.7	79.0	20.3	0.2	0.1	0.4	21.0	40.1
South Dakota	25.5	74.5	97.5	—	0.4	1.8	—	2.5	39.1
Tennessee	23.0	77.0	85.3	13.2	0.8	0.7	—	14.7	42.0
Texas	21.4	78.6	81.2	6.5	11.4	0.6	0.3	18.8	40.0
Utah	34.9	65.1	96.2	0.0	1.9	0.9	1.0	3.8	41.5
Vermont	28.7	71.3	98.2	—	0.7	0.7	0.0	1.8	40.7
Virginia	19.7	80.3	81.8	16.2	1.4	0.3	0.1	18.2	40.7
Washington	34.7	65.3	95.1	1.3	1.2	0.8	1.5	4.9	41.7
West Virginia	25.9	74.1	94.7	2.7	2.1	0.4	—	5.3	39.3
Wisconsin	35.2	64.8	98.1	1.1	0.4	0.2	0.2	1.9	41.7
Wyoming	36.0	64.0	95.2	—	2.1	2.2	—	4.8	40.9

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table A10—Percentage distribution of private school teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by private school typology: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Avg. age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	22.9	77.1	92.2	2.7	3.3	0.4	1.5	7.8	40.3
Catholic	18.6	81.4	91.9	2.6	3.8	0.5	1.2	8.1	41.3
Parochial	11.4	88.6	91.7	2.6	3.9	0.5	1.4	8.3	40.6
Diocesan	20.9	79.1	92.0	2.0	4.2	0.6	1.2	8.0	40.9
Private order	34.0	66.0	92.4	3.3	3.2	—	1.0	7.6	43.7
Other religious	24.2	75.8	93.7	2.2	2.1	0.4	1.5	6.3	38.7
Conservative Christian	25.1	74.9	94.1	1.7	1.9	0.3	1.9	5.9	38.0
Affiliated	24.7	75.3	93.3	2.6	2.2	0.4	1.5	6.7	39.7
Unaffiliated	21.7	78.3	94.0	2.1	2.3	—	1.1	6.0	37.8
Nonsectarian	29.8	70.2	90.3	3.8	3.8	0.3	1.8	9.7	40.5
Regular	31.1	68.9	90.7	3.0	4.1	0.3	1.9	9.3	41.3
Special emphasis	27.8	72.2	89.8	5.2	2.6	0.5	2.0	10.2	40.2
Special education	27.3	72.7	89.7	5.1	4.2	—	1.0	10.3	37.4

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table A11—Percentage distribution of public school principals by sex and race-ethnicity, percent minority principals, and average principal age, by state: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Average age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	70.0	30.0	85.9	8.6	3.9	0.9	0.7	14.1	47.2
Alabama	70.8	29.2	75.3	22.0	0.6	1.8	—	24.7	47.1
Alaska	66.5	33.5	93.5	2.1	—	1.9	1.4	6.5	45.5
Arizona	57.9	42.1	78.3	3.7	16.6	1.2	—	21.7	45.3
Arkansas	74.5	25.5	85.0	15.0	0.0	0.0	0.0	15.0	45.9
California	58.2	41.8	75.4	6.9	14.3	1.0	2.4	24.6	48.6
Colorado	70.9	29.1	91.5	1.6	6.2	—	0.0	8.5	46.8
Connecticut	76.5	23.5	96.8	3.0	—	0.0	0.0	3.2	49.4
Delaware	78.1	21.9	91.0	8.0	0.0	0.0	—	9.0	46.6
Dist. of Columbia	32.2	67.8	—	92.5	4.0	0.0	0.0	96.5	51.7
Florida	59.5	40.5	76.5	16.5	6.1	—	0.0	23.5	48.6
Georgia	70.3	29.7	79.8	19.8	—	0.0	—	20.2	47.3
Hawaii	54.2	45.8	14.1	0.0	0.0	0.0	85.9	85.9	48.8
Idaho	79.5	20.5	99.2	0.0	0.0	0.0	—	—	47.0
Illinois	80.8	19.2	89.1	10.6	0.4	0.0	0.0	10.9	47.5
Indiana	74.2	25.8	88.2	9.5	—	—	0.0	11.8	47.1
Iowa	87.3	12.7	96.6	3.0	0.0	—	0.0	3.4	48.4
Kansas	81.1	18.9	97.3	2.3	—	0.0	0.0	2.7	46.5
Kentucky	81.6	18.4	90.7	6.4	—	—	0.0	9.3	46.0
Louisiana	65.2	34.8	67.0	32.1	0.9	0.0	0.0	33.0	48.0
Maine	69.7	30.3	99.5	0.0	—	0.0	0.0	—	45.0
Maryland	66.1	33.9	73.7	26.3	0.0	0.0	0.0	26.3	48.8
Massachusetts	73.6	26.4	93.5	2.7	3.8	0.0	0.0	6.5	50.5
Michigan	60.4	39.6	87.4	10.8	—	—	0.0	12.6	47.5
Minnesota	78.3	21.7	96.3	1.8	0.0	1.4	—	3.7	47.7
Mississippi	72.0	28.0	71.6	27.9	—	0.0	0.0	28.4	47.1
Missouri	76.2	23.8	91.7	5.5	—	1.9	0.0	8.3	46.1
Montana	76.3	23.7	98.6	0.0	0.0	—	0.0	—	45.9
Nebraska	78.2	21.8	96.4	3.2	0.0	—	0.0	3.6	47.8
Nevada	67.8	32.2	88.3	5.6	5.0	—	—	11.7	47.4
New Hampshire	60.4	39.6	100.0	0.0	0.0	0.0	0.0	0.0	46.4
New Jersey	77.1	22.9	87.2	10.7	—	0.0	0.0	12.8	49.1
New Mexico	62.6	37.4	60.3	0.0	36.6	3.1	0.0	39.7	46.5
New York	68.0	32.0	92.3	3.6	2.4	—	1.4	7.7	48.2
North Carolina	73.9	26.1	78.6	20.4	0.0	1.0	0.0	21.4	46.2
North Dakota	71.4	28.6	97.2	0.0	—	1.7	0.0	2.8	45.9
Ohio	64.2	35.8	89.8	9.0	—	0.0	0.0	10.2	44.7
Oklahoma	72.7	27.3	85.4	3.9	—	9.7	0.0	14.6	45.6
Oregon	75.0	25.0	94.0	2.1	3.9	0.0	0.0	6.0	46.6
Pennsylvania	76.8	23.2	94.2	4.4	—	—	—	5.8	47.4
Rhode Island	74.5	25.5	99.1	0.0	0.0	—	0.0	—	47.1
South Carolina	68.5	31.5	71.0	29.0	0.0	0.0	0.0	29.0	45.6
South Dakota	76.5	23.5	96.5	0.0	—	2.9	0.0	3.5	46.3
Tennessee	75.6	24.4	89.9	8.4	—	0.0	—	10.1	48.9
Texas	62.4	37.6	74.4	8.7	15.2	—	—	25.6	46.9
Utah	76.1	23.9	96.2	0.0	3.1	—	—	3.8	47.1
Vermont	69.1	30.9	98.4	0.0	—	0.0	0.0	—	44.9
Virginia	72.7	27.3	86.6	13.1	—	0.0	0.0	13.4	47.1
Washington	63.4	36.6	92.7	2.1	1.3	—	2.0	7.3	46.5
West Virginia	69.0	31.0	100.0	0.0	0.0	0.0	0.0	0.0	44.8
Wisconsin	76.4	23.6	94.3	2.5	—	2.4	0.0	5.7	46.5
Wyoming	88.2	11.8	99.4	0.0	—	0.0	0.0	—	45.9

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Table A12—Percentage distribution of private school principals by sex and race-ethnicity, percent minority principals, and average principal age, by private school typology: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Avg. age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	48.7	51.3	93.7	2.7	2.5	0.5	0.6	6.3	46.4
Catholic	22.2	77.8	94.0	1.5	3.8	0.8	0.0	6.0	48.8
Parochial	18.4	81.6	94.2	1.4	3.3	1.0	0.0	5.8	48.9
Diocesan	26.3	73.7	93.9	—	4.3	—	0.0	6.1	48.5
Private order	34.0	66.0	93.0	—	4.9	0.0	0.0	7.0	49.5
Other religious	73.0	27.0	95.2	3.5	0.7	0.2	0.4	4.8	44.3
Conservative Christian	77.0	23.0	96.5	2.6	0.5	—	—	3.5	43.8
Affiliated	74.0	26.0	93.7	4.9	0.8	0.3	—	6.3	45.5
Unaffiliated	65.7	34.3	95.7	2.7	0.9	—	0.5	4.3	43.0
Nonsectarian	41.2	58.8	91.5	2.5	3.1	—	2.0	8.5	46.0
Regular	51.5	48.5	90.7	3.0	2.7	—	1.6	9.3	48.1
Special emphasis	34.7	65.3	92.3	1.9	2.7	0.0	3.0	7.7	44.2
Special education	30.3	69.7	91.9	2.4	4.7	0.0	—	8.1	44.3

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Administrator Questionnaires).

Table A13—Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by state: 1990–91

	Percent minority teachers				Average percent minority teachers	Percent with minority principals
	None	1–9%	10–29%	30%+		
TOTAL	43.6	23.9	19.0	13.5	12.4	14.1
Alabama	11.8	17.8	43.2	27.2	24.7	24.7
Alaska	41.5	23.1	29.9	5.5	9.3	6.5
Arizona	22.0	32.6	31.1	14.3	14.9	21.7
Arkansas	43.3	15.6	22.1	19.0	13.9	15.0
California	23.1	25.0	34.6	17.2	17.2	24.6
Colorado	30.0	37.6	27.5	5.0	8.8	8.5
Connecticut	46.9	36.3	12.2	4.7	5.5	3.2
Delaware	9.2	32.9	52.8	—	14.7	9.0
Dist. of Columbia	0.0	0.0	0.0	100.0	90.3	96.5
Florida	5.5	27.0	43.6	23.9	21.6	23.5
Georgia	15.9	22.7	36.7	24.7	24.0	20.2
Hawaii	—	—	0.0	97.6	78.7	85.9
Idaho	69.1	27.3	3.6	0.0	1.7	—
Illinois	57.6	18.2	8.7	15.5	12.8	10.9
Indiana	58.6	28.5	7.3	5.5	5.7	11.8
Iowa	84.2	15.1	—	0.0	0.8	3.4
Kansas	70.7	16.3	9.0	4.0	4.4	2.7
Kentucky	57.8	27.8	12.0	2.4	4.6	9.3
Louisiana	4.3	16.7	35.6	43.4	32.0	33.0
Maine	84.5	9.1	4.0	2.3	2.7	—
Maryland	11.4	25.9	29.9	32.8	23.8	26.3
Massachusetts	62.4	20.1	15.1	2.4	4.8	6.5
Michigan	60.9	20.0	5.3	13.8	9.5	12.6
Minnesota	74.9	20.3	4.5	—	1.7	3.7
Mississippi	7.0	16.0	36.7	40.3	32.0	28.4
Missouri	61.1	24.6	3.7	10.6	8.2	8.3
Montana	79.9	12.6	4.2	3.3	3.8	—
Nebraska	86.7	9.4	3.3	—	1.6	3.6
Nevada	34.2	33.5	29.3	2.9	8.8	11.7
New Hampshire	88.6	11.4	0.0	0.0	0.4	0.0
New Jersey	29.5	37.5	22.0	11.0	11.7	12.8
New Mexico	9.6	14.8	36.2	39.4	30.1	39.7
New York	43.5	27.6	15.0	13.8	12.7	7.7
North Carolina	12.8	27.3	39.3	20.6	19.7	21.4
North Dakota	89.0	3.9	4.1	2.9	2.7	2.8
Ohio	64.4	17.8	10.5	7.3	6.9	10.2
Oklahoma	32.8	28.8	29.7	8.7	11.1	14.6
Oregon	49.6	38.4	8.9	3.0	5.9	6.0
Pennsylvania	64.5	21.2	7.4	6.8	6.2	5.8
Rhode Island	70.8	23.9	4.3	—	2.7	—
South Carolina	3.7	31.5	40.9	23.9	21.3	29.0
South Dakota	87.3	6.5	3.5	2.8	2.2	3.5
Tennessee	33.8	30.9	20.4	14.8	12.7	10.1
Texas	21.3	28.9	24.2	25.6	20.6	25.6
Utah	60.8	31.9	6.9	—	2.9	3.8
Vermont	91.9	8.1	0.0	0.0	0.2	—
Virginia	20.6	35.2	26.9	17.3	16.2	13.4
Washington	44.1	37.3	16.4	2.2	6.0	7.3
West Virginia	71.1	15.8	10.6	2.5	3.5	0.0
Wisconsin	73.3	16.0	8.0	2.6	3.7	5.7
Wyoming	73.8	21.3	3.7	—	2.7	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Table A14—Percentage distribution of private schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by private school typology: 1990–91

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1–9%	10–29%	30%+		
TOTAL	66.3	13.5	11.2	9.0	8.3	6.3
Catholic	62.3	18.0	11.5	8.3	8.0	6.0
Parochial	68.0	12.8	11.0	8.2	7.6	5.8
Diocesan	59.3	22.8	11.9	6.1	7.1	6.1
Private order	35.1	36.9	13.6	14.4	13.2	7.0
Other religious	76.3	8.1	8.1	7.5	6.8	4.8
Conservative Christian	72.4	9.5	9.8	8.3	7.7	3.5
Affiliated	75.6	8.8	7.4	8.1	7.1	6.3
Unaffiliated	82.3	5.3	6.8	5.6	5.4	4.3
Nonsectarian	48.6	18.4	18.6	14.4	12.8	8.5
Regular	46.7	28.7	10.9	13.7	12.5	9.3
Special emphasis	51.7	9.2	22.9	16.3	13.3	7.7
Special education	46.6	13.0	28.1	12.3	12.4	8.1

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table A15—Percentage distribution of teachers and principals in public schools by highest degree earned, teachers' average years of teaching experience, percentage of principals who taught and their average years of teaching experience before becoming a principal, by state: 1990-91

	Teachers				Principals				
	Less than BA/BS	BA/BS	More than BA/BS	Average years tch. exp.	Less than MA/MS	MA/MS	More than MA/MS	% taught before principal	Avg. years tch. exp. before princ.
TOTAL	0.7	51.9	47.5	15.1	1.8	60.5	37.6	98.7	10.6
Alabama	1.1	38.3	60.5	14.0	0.0	39.7	60.3	99.2	10.3
Alaska	0.3	62.2	37.5	12.6	4.6	70.2	25.2	99.6	9.0
Arizona	0.2	54.7	45.1	12.9	8.3	61.3	30.4	96.6	9.9
Arkansas	0.3	65.9	33.8	13.0	—	73.8	25.7	97.1	10.4
California	0.4	59.1	40.4	15.1	3.4	66.5	30.1	99.8	11.5
Colorado	0.4	45.8	53.8	14.8	—	56.0	42.5	100.0	11.1
Connecticut	0.8	16.6	82.6	17.6	0.0	11.1	88.9	99.5	10.8
Delaware	0.8	52.9	46.3	17.1	0.0	62.7	37.3	100.0	8.8
Dist. of Columbia	0.0	40.2	59.8	18.0	0.0	68.8	31.2	100.0	12.7
Florida	1.0	60.3	38.7	13.5	0.0	73.1	26.9	98.2	10.5
Georgia	0.9	44.7	54.4	13.1	0.0	18.4	81.6	97.3	10.5
Hawaii	2.4	55.0	42.6	14.6	20.5	39.7	39.8	100.0	13.2
Idaho	0.4	73.6	26.0	13.6	—	61.4	37.4	98.0	10.0
Illinois	0.1	52.4	47.5	16.0	0.0	69.2	30.8	99.1	9.6
Indiana	0.7	17.2	82.2	15.6	0.0	49.7	50.3	100.0	10.2
Iowa	0.3	67.3	32.4	16.0	1.0	74.8	24.2	98.4	9.9
Kansas	0.0	56.2	43.8	14.7	—	74.6	24.7	100.0	10.0
Kentucky	0.4	22.4	77.2	15.0	—	32.8	66.7	98.8	11.0
Louisiana	0.7	59.0	40.3	13.6	0.0	63.5	36.5	98.5	14.3
Maine	1.4	69.4	29.2	14.2	9.8	64.4	25.8	100.0	9.5
Maryland	0.5	40.0	59.4	15.7	0.0	66.7	33.3	99.4	10.6
Massachusetts	2.5	42.6	54.9	17.9	—	57.5	40.7	100.0	11.6
Michigan	—	37.7	62.3	17.9	—	58.9	39.7	99.9	10.8
Minnesota	0.1	63.9	36.0	16.9	—	27.6	71.9	99.4	9.7
Mississippi	1.2	50.5	48.3	15.3	0.0	52.4	47.6	99.4	11.2
Missouri	1.1	53.0	45.9	14.5	—	46.8	51.7	99.0	9.4
Montana	0.0	72.6	27.4	14.1	5.0	83.3	11.7	95.4	10.7
Nebraska	—	65.8	34.1	14.5	4.8	52.3	42.9	99.1	9.2
Nevada	0.6	53.9	45.5	14.0	0.0	73.4	26.6	99.0	10.8
New Hampshire	0.5	59.7	39.7	14.5	0.3	54.2	39.6	96.9	11.1
New Jersey	0.7	58.6	40.7	17.1	0.0	68.5	31.5	97.7	10.4
New Mexico	—	50.0	49.8	13.1	—	65.7	33.0	99.1	10.2
New York	0.1	25.9	74.0	16.5	0.4	37.2	61.4	97.6	12.5
North Carolina	1.1	62.1	36.8	14.2	2.0	42.8	55.2	98.2	9.7
North Dakota	0.3	83.6	16.1	14.6	0.8	50.6	8.6	94.4	9.4
Ohio	1.3	54.5	44.2	16.0	0.0	80.0	20.0	98.9	10.8
Oklahoma	0.1	55.3	44.6	12.9	4.5	61.6	33.9	96.5	10.8
Oregon	0.4	55.1	44.5	15.0	4.7	58.5	36.8	97.4	9.2
Pennsylvania	0.7	47.0	52.3	17.7	—	62.4	36.2	99.9	11.4
Rhode Island	—	41.6	57.5	16.1	0.0	61.4	38.6	100.0	12.9
South Carolina	1.3	47.6	51.1	13.8	0.0	50.8	49.2	95.7	9.5
South Dakota	—	78.4	21.5	13.4	0.0	84.0	16.0	96.8	9.4
Tennessee	1.1	48.7	50.2	16.0	—	61.9	36.0	96.5	10.4
Texas	0.8	64.9	34.3	12.7	1.1	73.6	25.3	98.4	11.0
Utah	0.8	72.9	26.3	12.5	5.1	42.0	53.0	97.7	11.6
Vermont	0.8	59.8	39.5	14.2	16.3	59.0	24.7	100.0	9.1
Virginia	0.9	62.7	36.4	14.4	0.0	71.5	28.5	99.9	9.6
Washington	0.9	64.0	35.1	14.6	0.0	74.2	25.8	100.0	10.4
West Virginia	0.8	48.4	50.8	13.8	—	73.6	26.3	100.0	9.5
Wisconsin	—	62.7	37.1	16.2	0.0	66.9	33.1	97.4	9.2
Wyoming	0.7	67.2	32.1	14.2	0.0	71.4	28.6	100.0	10.0

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table A16—Percentage distribution of teachers and principals in private schools by highest degree earned, teachers' average years of teaching experience, percentage of principals who taught and their average years of teaching experience before becoming a principal, by private school typology: 1990-91

	Teachers					Principals			
	Less than BA/BS	BA/BS	More than BA/BS	Avg. years tch. exp.	Less than MA/MS	MA/MS	More than MA/MS	% taught before principal	Avg. years tch. exp. before princ.
TOTAL	6.4	61.9	31.7	12.3	34.3	47.4	18.3	87.0	10.8
Catholic	2.6	65.1	32.3	13.9	15.8	63.6	20.6	98.0	14.0
Parochial	2.6	74.3	23.1	13.3	17.6	65.9	16.5	97.7	14.0
Diocesan	3.4	64.8	31.8	13.6	15.0	59.2	25.8	98.2	14.2
Private order	1.1	41.0	57.9	16.2	6.5	61.7	31.8	99.1	13.9
Other religious	12.1	61.0	27.0	10.7	50.9	36.1	12.9	77.5	8.0
Conservative Christian	17.8	62.6	19.9	8.8	57.4	29.6	13.0	79.8	7.3
Affiliated	5.6	63.0	31.3	12.0	34.4	51.1	14.5	82.8	9.0
Unaffiliated	16.2	54.5	29.3	11.0	67.6	22.0	10.4	65.9	7.4
Nonsectarian	3.7	58.1	38.2	11.7	34.4	41.7	23.9	87.7	9.6
Regular	2.4	58.8	38.9	12.9	35.1	42.0	22.9	87.6	10.4
Special emphasis	8.9	57.6	33.5	10.3	47.5	32.2	20.4	84.8	9.0
Special education	—	56.3	42.6	8.9	9.0	58.5	32.5	92.9	8.9

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table A17—Percentage of full-time public school teachers who received various types of compensation in addition to their regular salary, by state: 1990-91

	Other school-year compensation	Summer supplemental salary	Non-school income	Other earned income
TOTAL	33.6	16.7	24.1	13.5
Alabama	14.7	11.4	18.1	3.7
Alaska	39.6	6.5	25.9	28.1
Arizona	34.5	17.1	24.2	10.5
Arkansas	20.4	9.9	20.8	9.1
California	33.3	24.6	21.1	10.8
Colorado	34.3	10.7	26.4	5.0
Connecticut	31.4	12.2	23.6	10.6
Delaware	29.4	14.8	27.8	5.6
Dist. of Columbia	29.5	24.8	24.8	6.2
Florida	35.3	30.7	25.2	9.5
Georgia	20.0	7.8	18.9	15.6
Hawaii	19.7	22.3	25.5	5.5
Idaho	37.8	10.2	32.7	8.7
Illinois	41.6	25.5	27.4	4.9
Indiana	42.7	26.3	28.4	6.2
Iowa	49.6	21.5	26.3	39.0
Kansas	44.6	12.8	31.0	6.6
Kentucky	39.7	9.6	25.4	9.1
Louisiana	17.6	10.0	19.4	16.2
Maine	43.5	12.5	30.9	6.5
Maryland	30.5	17.3	25.6	3.7
Massachusetts	27.7	12.6	26.9	7.5
Michigan	36.4	10.9	22.8	5.2
Minnesota	44.1	18.0	24.5	4.7
Mississippi	13.9	8.5	17.0	4.8
Missouri	35.4	15.6	23.0	14.3
Montana	37.3	12.7	26.5	5.8
Nebraska	45.7	15.5	30.4	66.9
Nevada	32.1	12.0	28.2	12.7
New Hampshire	30.5	15.6	33.5	9.9
New Jersey	37.1	18.9	28.3	4.9
New Mexico	32.8	12.1	25.3	7.4
New York	34.8	22.0	24.9	22.9
North Carolina	25.5	17.3	22.8	51.4
North Dakota	44.4	12.2	30.8	5.9
Ohio	39.9	10.5	22.6	7.3
Oklahoma	32.0	13.1	20.8	9.5
Oregon	37.6	11.8	27.4	6.7
Pennsylvania	37.1	12.2	28.0	4.8
Rhode Island	23.0	7.1	21.1	5.8
South Carolina	19.5	10.3	18.6	18.8
South Dakota	41.3	8.3	33.5	13.0
Tennessee	21.8	15.6	26.0	31.0
Texas	27.2	13.8	19.8	26.2
Utah	38.8	14.3	34.9	24.1
Vermont	26.5	9.2	30.5	5.1
Virginia	29.0	17.1	22.8	6.9
Washington	55.8	9.9	24.1	13.0
West Virginia	29.5	9.7	22.0	12.0
Wisconsin	46.6	23.0	24.2	4.8
Wyoming	44.2	14.2	24.7	8.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table A18—Percentage of full-time private school teachers who received various types of compensation in addition to their regular salary, by private school typology: 1990-91

	Other school-year compensation	Summer supplemental salary	Non-school income	Other earned income
TOTAL	19.9	18.1	31.6	14.7
Catholic	19.7	14.6	29.0	12.4
Parochial	11.8	13.6	28.6	13.6
Diocesan	23.3	13.3	30.9	10.9
Private order	35.7	19.7	27.3	11.8
Other religious	18.2	16.2	35.9	17.4
Conservative Christian	14.7	21.0	38.4	18.2
Affiliated	23.8	13.0	33.2	16.8
Unaffiliated	13.8	14.4	36.9	17.2
Nonsectarian	23.3	29.0	30.5	14.1
Regular	26.4	24.6	29.3	14.3
Special emphasis	23.4	31.2	27.8	15.2
Special education	10.9	43.5	38.6	12.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table A19—Average basic salary for full-time public school teachers, and average public school principal salary, by state: 1990-91

	Average teacher basic salary	Average principal salary
TOTAL	\$31,296	\$49,603
Alabama	25,768	42,913
Alaska	42,171	62,450
Arizona	29,520	48,306
Arkansas	21,721	34,390
California	38,337	59,732
Colorado	30,732	48,633
Connecticut	43,326	66,685
Delaware	34,199	58,849
Dist. of Columbia	38,010	59,679
Florida	29,944	55,143
Georgia	27,385	49,080
Hawaii	30,529	46,865
Idaho	24,336	41,425
Illinois	31,407	50,193
Indiana	31,875	48,549
Iowa	25,145	43,822
Kansas	26,025	44,529
Kentucky	27,804	47,165
Louisiana	22,680	41,432
Maine	27,033	42,968
Maryland	36,112	58,024
Massachusetts	34,410	52,522
Michigan	37,551	54,005
Minnesota	32,597	51,548
Mississippi	23,992	38,799
Missouri	26,216	43,172
Montana	24,680	38,907
Nebraska	23,499	38,871
Nevada	32,494	56,315
New Hampshire	31,309	46,927
New Jersey	38,646	64,496
New Mexico	25,095	39,927
New York	40,947	61,923
North Carolina	26,625	47,275
North Dakota	22,078	32,273
Ohio	30,772	47,645
Oklahoma	22,952	36,955
Oregon	29,810	46,602
Pennsylvania	34,672	52,803
Rhode Island	36,164	51,358
South Carolina	27,300	47,204
South Dakota	20,354	32,864
Tennessee	26,362	41,736
Texas	25,665	44,142
Utah	24,677	42,708
Vermont	29,751	43,302
Virginia	30,072	52,073
Washington	31,616	53,435
West Virginia	24,080	37,620
Wisconsin	31,408	48,560
Wyoming	27,680	45,970

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table A20—Average basic salary for full-time private school teachers, and average private school principal salary, by private school typology: 1990–91

	Average teacher basic salary	Average principal salary
TOTAL	\$19,783	\$28,384
Catholic	19,158	23,176
Parochial	17,091	21,981
Diocesan	19,063	23,585
Private order	25,081	30,389
Other religious	17,592	26,719
Conservative Christian	14,704	22,703
Affiliated	20,149	29,640
Unaffiliated	17,615	27,229
Nonsectarian	24,501	41,973
Regular	25,256	46,106
Special emphasis	22,383	35,633
Special education	24,326	44,725

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Table A21—Percentage of private school teachers who rated each of eight goals as their first, second, or third most important goal, by private school typology: 1990–91

	Basic literacy skills	Academic excellence	Occupational/vocational skills	Work habits/self-discipline	Personal growth	Human relations skills	Specific moral values	Religious/spiritual development
TOTAL	61.7	42.1	5.2	58.8	59.0	14.3	17.6	41.4
Catholic	61.0	41.2	4.1	54.3	62.7	11.3	21.5	43.8
Parochial	69.8	31.9	3.6	55.0	63.9	10.2	18.9	46.6
Diocesan	57.0	44.7	5.3	53.7	62.2	10.0	24.4	42.6
Private order	43.9	60.7	3.3	53.3	60.5	16.4	23.4	38.5
Other religious	61.8	41.6	4.7	57.2	44.0	11.6	16.2	63.0
Conservative Christian	65.1	40.0	4.7	55.8	27.6	7.5	19.3	80.0
Affiliated	59.8	43.5	4.0	57.0	52.2	13.7	13.1	56.7
Unaffiliated	60.5	40.2	6.4	59.6	53.2	14.0	17.6	48.5
Nonsectarian	62.0	45.9	7.9	69.0	75.2	25.1	11.5	3.4
Regular	61.7	54.3	4.0	67.4	73.0	22.7	12.7	4.1
Special emphasis	63.0	39.3	7.0	72.4	80.1	24.6	11.3	2.3
Special education	61.7	20.6	25.5	70.1	77.3	36.1	6.5	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Teacher Questionnaires).

Table A22—Percentage of private school principals who rated each of eight goals as their first, second, or third most important goal, by private school typology: 1990–91

	Basic literacy skills	Academic excellence	Occupational/vocational skills	Work habits/self-discipline	Personal growth	Human relations skills	Specific moral values	Religious/spiritual development
TOTAL	47.8	59.0	4.9	43.2	47.6	10.5	22.6	64.4
Catholic	36.1	64.2	2.1	32.6	53.9	6.9	24.7	79.5
Parochial	40.2	60.0	1.6	34.0	51.2	7.9	25.0	80.1
Diocesan	31.0	69.8	2.9	27.5	58.9	6.2	26.4	77.3
Private order	25.0	74.8	2.3	38.4	56.9	2.1	18.6	82.0
Other religious	55.2	53.7	5.1	45.3	31.1	8.2	23.3	78.1
Conservative Christian	55.7	56.1	4.0	45.9	20.0	7.0	26.5	84.8
Affiliated	51.9	57.4	3.6	43.5	39.2	5.6	19.1	79.7
Unaffiliated	59.8	44.2	8.9	47.3	34.4	14.1	25.5	65.8
Nonsectarian	57.8	58.5	9.1	59.3	74.0	25.5	12.2	3.5
Regular	50.2	73.8	7.4	50.9	70.7	21.7	18.7	6.6
Special emphasis	57.6	59.0	3.9	63.6	77.4	26.7	10.2	1.5
Special education	75.3	23.6	22.4	70.1	75.0	32.1	1.6	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School and Administrator Questionnaires).

Table A23—Percentage of public school teachers and principals who perceived certain issues as serious problems in their schools, by state: 1990–91

	Student absent- teeism	Use of alcohol	Teachers		Verbal abuse of teachers	Student absent- teeism	Use of alcohol	Principals		Verbal abuse of teachers
			Tardi- ness	Drug abuse				Tardi- ness	Drug abuse	
TOTAL	14.1	8.2	11.2	4.2	7.5	6.6	4.3	5.0	1.3	1.5
Alabama	11.3	6.8	10.1	3.5	8.3	6.7	3.7	8.5	1.2	1.6
Alaska	19.3	14.5	14.3	9.1	8.4	19.2	12.0	17.4	7.4	—
Arizona	21.7	9.3	14.1	6.6	7.2	10.7	2.3	8.6	—	1.8
Arkansas	12.3	10.4	7.9	5.4	6.2	5.0	4.1	2.4	1.7	2.0
California	23.5	5.9	16.2	5.2	8.1	11.1	5.4	5.3	3.0	0.9
Colorado	15.9	8.1	12.8	3.0	8.0	5.7	4.9	5.5	0.8	—
Connecticut	11.8	5.7	10.3	2.4	4.8	2.4	3.4	4.1	0.9	—
Delaware	22.4	6.8	17.5	3.7	15.6	6.9	3.9	6.9	—	4.4
Dist. of Columbia	31.5	—	27.6	1.8	18.9	11.5	0.0	17.2	0.0	—
Florida	19.7	6.1	16.7	4.4	11.5	8.3	1.1	7.0	0.0	4.4
Georgia	12.9	7.3	9.9	4.1	7.5	7.2	2.6	5.4	—	—
Hawaii	20.5	6.2	15.1	6.7	9.4	7.5	3.7	5.5	—	—
Idaho	9.4	11.7	6.5	5.0	2.4	1.7	9.1	2.8	2.2	—
Illinois	14.3	8.7	12.4	3.5	7.9	8.1	7.9	7.0	1.7	2.9
Indiana	13.2	8.4	9.0	4.1	8.1	5.1	1.5	3.8	0.0	3.1
Iowa	10.2	13.0	5.9	2.3	4.5	2.8	9.3	—	—	—
Kansas	10.4	10.0	5.5	2.8	6.6	4.1	4.9	2.5	—	0.0
Kentucky	12.2	6.2	9.6	3.3	6.8	7.9	2.1	3.6	—	0.0
Louisiana	13.9	8.1	11.5	4.2	11.6	7.1	3.2	8.6	—	4.3
Maine	7.2	9.8	3.1	5.1	3.4	4.3	4.5	—	2.0	0.0
Maryland	16.5	4.8	15.5	3.1	13.8	7.5	2.2	4.8	0.9	3.2
Massachusetts	11.0	6.2	10.0	3.3	6.8	4.6	0.9	4.1	—	1.6
Michigan	14.0	9.6	10.5	3.4	4.0	10.5	6.6	7.7	2.1	—
Minnesota	9.8	9.3	5.3	3.0	4.5	3.1	4.3	2.5	—	2.2
Mississippi	12.0	7.4	7.4	3.8	6.0	8.0	2.8	4.4	1.0	0.0
Missouri	12.6	12.9	9.1	5.6	7.2	6.1	5.5	3.3	—	1.8
Montana	14.4	14.0	7.1	5.7	2.5	4.3	7.7	3.9	2.3	0.0
Nebraska	8.4	14.9	6.2	4.0	3.0	1.7	5.1	1.3	—	0.0
Nevada	17.5	10.4	11.3	6.9	8.5	1.8	3.2	3.4	—	3.4
New Hampshire	7.2	9.7	7.9	4.2	2.9	—	3.6	0.0	—	2.2
New Jersey	10.8	5.3	12.1	4.5	7.9	1.8	2.3	3.4	1.4	—
New Mexico	20.6	13.6	11.9	7.4	7.1	6.7	6.7	4.4	1.6	—
New York	12.9	6.1	14.2	3.7	11.1	4.0	3.4	5.4	1.8	1.3
North Carolina	12.0	6.4	8.8	4.6	6.4	5.0	2.0	4.0	1.0	—
North Dakota	3.1	10.5	2.4	1.4	2.0	2.1	1.8	1.3	0.0	0.0
Ohio	13.3	10.6	8.6	4.7	6.1	6.0	5.3	6.4	1.2	2.5
Oklahoma	8.9	8.4	6.5	3.4	3.3	3.8	2.5	2.3	0.5	—
Oregon	10.5	6.8	7.7	3.8	3.7	6.3	5.6	3.4	3.2	—
Pennsylvania	13.5	8.5	9.4	3.5	5.7	6.3	3.2	5.3	—	1.8
Rhode Island	11.3	7.0	13.9	2.1	5.6	4.2	—	4.2	—	0.0
South Carolina	9.8	6.8	9.7	3.5	7.6	6.3	3.3	6.9	1.6	—
South Dakota	9.6	17.0	7.1	4.0	4.4	4.5	11.6	1.9	1.2	—
Tennessee	14.3	5.4	11.2	3.6	6.9	9.8	3.4	7.7	0.7	3.3
Texas	14.7	10.5	13.5	5.9	9.6	8.9	4.7	6.4	1.4	1.8
Utah	14.5	5.2	13.4	3.2	4.8	6.6	2.2	4.1	1.9	2.5
Vermont	4.3	8.6	4.0	1.8	3.8	—	5.1	—	0.0	—
Virginia	12.5	7.2	8.6	3.7	7.0	4.8	2.6	2.8	0.0	—
Washington	13.6	10.0	8.1	6.0	4.1	8.2	4.1	4.1	2.8	2.8
West Virginia	12.3	7.5	6.9	2.8	4.4	9.1	2.0	3.6	0.8	0.0
Wisconsin	11.8	11.1	9.3	3.9	8.4	4.3	5.4	5.2	—	2.0
Wyoming	14.7	17.0	8.5	5.7	2.5	3.8	7.4	4.8	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Table A24—Percentage distribution of public school teachers by reported likelihood of becoming a teacher again, by state: 1990-91

	Certainly would	Probably would	Chances even	Probably would not	Certainly would not
TOTAL	37.1	27.1	17.0	13.0	5.7
Alabama	41.1	23.1	13.9	16.2	5.6
Alaska	47.5	26.8	13.4	8.8	3.5
Arizona	38.8	27.3	19.7	9.2	5.0
Arkansas	31.5	27.2	19.8	13.9	7.7
California	39.3	26.4	18.1	11.7	4.6
Colorado	41.9	28.6	14.8	10.6	4.2
Connecticut	47.2	25.6	15.1	8.8	3.3
Delaware	36.6	25.5	19.7	14.7	3.5
Dist. of Columbia	35.3	19.0	17.0	22.9	5.9
Florida	37.0	24.6	16.6	15.3	6.4
Georgia	34.3	26.3	17.6	14.4	7.4
Hawaii	32.3	31.5	22.4	10.9	2.9
Idaho	40.4	28.1	15.4	11.4	4.7
Illinois	37.1	28.0	16.6	13.1	5.2
Indiana	36.8	31.0	15.0	12.3	4.9
Iowa	35.5	30.9	18.2	11.8	3.5
Kansas	35.5	32.6	17.0	12.1	2.8
Kentucky	40.2	26.0	16.1	10.4	7.3
Louisiana	29.1	25.0	16.7	19.9	9.2
Maine	39.5	28.7	17.1	10.5	4.1
Maryland	36.5	24.2	18.6	13.6	7.2
Massachusetts	32.9	28.5	18.8	14.3	5.5
Michigan	44.3	26.0	17.0	9.3	3.4
Minnesota	37.2	30.6	18.1	10.7	3.4
Mississippi	35.4	26.9	15.1	15.4	7.2
Missouri	37.6	29.8	16.4	12.3	3.9
Montana	42.1	28.7	16.8	8.8	3.5
Nebraska	37.4	29.6	17.5	13.3	2.2
Nevada	38.3	27.5	15.4	13.1	5.7
New Hampshire	38.6	31.8	16.7	9.1	3.7
New Jersey	36.9	25.1	17.9	14.2	5.9
New Mexico	35.6	23.6	19.8	14.5	6.6
New York	38.0	26.4	14.0	12.9	8.8
North Carolina	28.9	26.7	16.6	18.6	9.1
North Dakota	31.7	29.8	19.6	13.7	5.3
Ohio	39.4	29.0	15.2	12.7	3.7
Oklahoma	43.4	24.9	14.2	11.8	5.7
Oregon	35.9	27.3	17.8	14.3	4.8
Pennsylvania	40.3	28.0	16.9	10.6	4.2
Rhode Island	46.0	25.0	15.5	10.8	2.6
South Carolina	38.9	21.7	16.3	16.3	6.8
South Dakota	38.0	28.4	20.0	10.6	2.9
Tennessee	32.1	25.2	20.5	15.7	6.5
Texas	35.7	25.9	17.9	12.7	7.8
Utah	29.3	28.9	18.3	14.9	8.5
Vermont	41.5	28.9	17.3	9.2	3.1
Virginia	29.7	28.6	21.7	14.5	5.4
Washington	32.0	28.6	16.4	16.8	6.2
West Virginia	33.3	26.8	15.2	16.9	7.7
Wisconsin	36.3	30.8	17.6	10.6	4.7
Wyoming	43.1	27.7	16.1	9.5	3.6

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table A25—Percentage distribution of private school teachers by reported likelihood of becoming a teacher again, by private school typology: 1990-91

	Certainly would	Probably would	Chances even	Probably would not	Certainly would not
TOTAL	50.2	26.9	14.0	6.9	2.1
Catholic	49.2	27.0	14.4	7.7	1.8
Parochial	50.9	25.7	14.7	7.1	1.5
Diocesan	50.5	27.3	13.4	7.0	1.8
Private order	42.2	29.6	15.1	10.3	2.8
Other religious	53.3	27.9	11.8	5.1	1.8
Conservative Christian	60.1	27.3	8.4	2.2	2.0
Affiliated	47.8	30.0	13.0	7.7	1.4
Unaffiliated	53.7	24.8	14.7	4.5	2.4
Nonsectarian	46.3	26.2	16.8	7.9	2.8
Regular	45.7	25.4	18.0	8.2	2.7
Special emphasis	42.8	29.1	14.6	8.7	4.8
Special education	54.1	25.0	15.4	5.5	0.0

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table A26—Percentage distribution of public school teachers and principals by plans to remain teachers or principals, respectively, by state: 1990–91

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Un-decided
TOTAL	35.2	39.4	9.6	3.1	12.7	31.5	33.8	14.9	2.2	17.6
Alabama	30.2	46.4	7.1	3.9	12.5	30.0	35.7	13.6	—	20.3
Alaska	35.7	39.1	7.8	2.4	15.1	29.3	26.1	15.1	3.8	25.8
Arizona	35.7	36.4	12.0	2.1	13.7	30.1	29.8	19.3	—	20.1
Arkansas	30.4	37.3	14.2	3.9	14.2	27.3	28.9	18.6	3.0	22.1
California	41.8	32.8	9.8	3.2	12.5	35.6	26.9	20.2	1.7	15.7
Colorado	35.9	37.9	9.3	2.2	14.7	33.0	41.1	8.5	—	16.2
Connecticut	40.6	42.1	4.4	1.7	11.3	36.5	34.1	11.6	1.0	16.9
Delaware	24.9	48.2	11.7	3.2	12.0	41.9	16.7	28.2	—	10.2
Dist. of Columbia	31.9	38.1	5.6	6.6	17.8	31.4	28.3	9.4	6.7	24.2
Florida	39.8	34.9	9.7	2.8	12.7	41.1	31.4	13.4	1.1	13.1
Georgia	31.9	40.3	10.6	3.0	14.3	27.9	34.3	15.0	—	22.1
Hawaii	28.7	46.3	12.1	2.1	10.8	33.3	24.6	21.7	—	19.7
Idaho	31.6	39.7	13.6	2.1	13.0	29.2	33.2	21.5	4.0	12.1
Illinois	35.3	36.6	11.0	2.8	14.3	25.2	43.3	8.5	4.9	18.1
Indiana	36.6	42.6	9.4	1.7	9.7	31.8	28.9	15.6	3.3	20.4
Iowa	29.7	39.5	17.5	1.6	11.7	29.7	42.7	11.2	2.4	13.9
Kansas	35.9	34.4	14.6	3.2	11.9	28.0	33.4	19.5	2.0	17.1
Kentucky	31.4	49.2	5.9	1.6	11.9	28.1	26.1	14.5	3.3	28.0
Louisiana	29.4	36.7	9.9	4.9	19.2	36.2	29.3	12.8	2.6	19.1
Maine	40.8	27.7	12.1	2.9	16.4	33.3	23.8	15.4	6.2	21.3
Maryland	34.0	45.0	6.1	3.4	11.5	33.8	37.9	11.4	0.0	16.9
Massachusetts	41.2	32.8	9.4	2.6	14.0	35.4	34.0	14.2	2.6	13.7
Michigan	37.1	42.1	6.5	2.7	11.5	34.1	29.7	9.7	3.5	23.0
Minnesota	30.3	46.5	9.5	2.5	11.2	32.7	46.6	9.4	1.1	10.2
Mississippi	32.9	44.9	7.5	2.9	11.7	28.8	31.3	16.5	1.5	22.0
Missouri	31.6	45.5	8.7	2.1	12.1	26.0	45.4	13.5	2.1	13.1
Montana	36.2	35.2	11.8	2.4	14.3	28.5	38.2	7.3	2.7	23.4
Nebraska	36.3	32.5	14.1	2.6	14.6	39.0	39.1	11.2	—	10.1
Nevada	38.1	40.5	8.5	1.7	11.2	23.8	44.6	16.5	—	13.7
New Hampshire	45.1	27.8	12.2	2.7	12.2	38.1	16.7	10.4	4.4	30.4
New Jersey	41.9	37.1	7.4	2.4	11.1	28.1	30.5	20.3	3.6	17.6
New Mexico	35.1	37.5	11.2	3.2	13.0	34.8	25.1	17.5	3.2	19.4
New York	41.5	36.4	4.5	5.7	11.9	39.7	22.8	11.6	1.7	24.3
North Carolina	23.2	44.5	12.3	4.0	16.0	32.8	32.6	12.1	—	22.2
North Dakota	32.8	30.4	19.1	2.3	15.4	24.2	35.3	16.4	2.1	22.0
Ohio	33.5	49.0	8.5	1.5	7.5	29.0	34.9	22.6	—	12.6
Oklahoma	29.1	48.8	8.1	2.2	11.8	25.8	44.5	15.4	1.6	12.7
Oregon	31.6	43.4	12.7	2.8	9.5	30.2	39.4	15.8	2.7	11.8
Pennsylvania	38.3	44.3	4.7	2.3	10.4	28.6	37.5	14.8	1.4	17.7
Rhode Island	40.4	47.7	4.2	1.8	5.9	39.3	27.7	16.8	—	15.2
South Carolina	31.0	40.9	12.5	1.6	14.0	31.1	25.3	18.7	—	23.6
South Dakota	32.4	33.4	15.4	1.8	17.0	31.1	32.0	17.0	5.6	14.3
Tennessee	33.8	40.6	11.3	1.7	12.6	33.7	30.5	7.6	4.2	24.0
Texas	33.7	32.0	12.8	4.8	16.7	34.3	31.5	15.8	2.9	15.4
Utah	28.9	38.7	16.5	3.8	12.2	32.9	39.2	20.3	—	6.7
Vermont	39.5	30.5	15.1	1.7	13.2	36.3	17.6	18.1	—	26.2
Virginia	28.6	44.3	10.5	2.4	14.1	24.5	42.0	14.2	3.2	16.1
Washington	25.4	44.5	10.8	3.8	15.4	25.8	39.9	12.7	2.1	19.4
West Virginia	30.8	46.6	11.4	2.3	8.9	16.5	40.6	23.3	—	18.4
Wisconsin	32.0	45.3	10.0	2.8	9.9	27.2	44.2	11.2	—	15.1
Wyoming	41.0	34.4	12.0	2.6	10.0	29.0	34.8	17.9	4.0	14.3

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Table A27—Percentage distribution of private school teachers and principals by plans to remain teachers or principals, respectively, by private school typology: 1990-91

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Undecided	As long as able	Until elig. to retire	Probably will continue	Definitely plan to leave	Undecided
TOTAL	54.1	13.3	11.2	2.9	18.4	52.4	8.4	8.5	3.8	27.0
Catholic	57.2	13.1	11.5	2.2	16.0	54.4	6.4	8.6	3.9	26.7
Parochial	59.5	12.0	9.4	2.1	17.1	52.3	6.1	9.5	5.1	27.0
Diocesan	55.9	12.8	13.6	1.5	16.2	60.9	8.9	4.8	—	25.0
Private order	53.0	16.4	13.9	3.7	13.0	49.3	—	13.5	5.8	29.2
Other religious	53.8	12.4	10.1	3.3	20.4	50.0	9.6	8.9	4.4	27.1
Conservative Christian	55.9	10.0	6.6	2.8	24.7	60.4	5.7	5.7	5.3	22.9
Affiliated	51.7	15.4	11.7	3.5	17.7	45.8	12.7	12.1	2.9	26.5
Unaffiliated	54.7	10.1	12.5	3.7	19.1	41.7	10.5	8.4	5.3	34.1
Nonsectarian	48.3	16.6	12.8	2.7	19.6	50.4	10.0	7.8	3.0	28.9
Regular	45.4	19.5	13.1	3.1	18.8	55.5	9.2	8.5	4.0	22.9
Special emphasis	53.0	12.9	11.9	1.8	20.5	49.2	9.8	6.1	2.8	32.1
Special education	53.1	10.0	12.8	2.5	21.6	41.2	12.0	9.3	1.1	36.5

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

APPENDIX B
STANDARD ERRORS FOR SELECTED TABLES

Table B1—Standard errors for Table 2.1: Number of public and private schools and students and average number of students per full-time-equivalent (FTE) teacher, by selected school characteristics: 1990–91

	Total			Public			Private		
	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.
TOTAL	484.1	381,568.5	0.08	197.3	362,552.6	0.07	430.1	84,806.4	0.20
Central city	351.6	251,493.0	0.14	266.8	243,139.1	0.12	265.1	61,253.6	0.35
School level									
Elementary	316.1	166,413.2	0.17	244.8	164,902.7	0.14	209.4	45,440.5	0.46
Secondary	129.6	156,865.0	0.32	95.3	150,620.1	0.20	94.1	29,293.9	1.12
Combined	148.2	44,208.2	0.36	55.7	30,320.7	0.61	144.4	43,377.4	0.39
Minority enrollment									
Less than 20%	362.8	156,229.4	0.27	236.3	141,622.7	0.27	237.5	63,494.3	0.41
20% or more	404.5	219,065.9	0.19	312.0	219,958.1	0.17	215.6	56,775.6	0.65
School size									
Less than 150	293.0	21,054.1	0.47	132.5	13,919.0	1.20	252.7	15,318.0	0.49
150 to 499	356.8	125,458.2	0.26	300.9	107,562.9	0.21	185.6	53,004.5	0.57
500 to 749	308.6	186,986.5	0.28	306.8	184,497.2	0.31	62.4	39,736.5	0.68
750 or more	197.8	232,994.7	0.31	194.7	229,648.1	0.18	39.5	38,976.8	3.65
Urban fringe/large town	381.4	230,263.0	0.16	330.2	216,690.5	0.17	264.8	56,981.3	0.35
School level									
Elementary	388.7	197,840.8	0.18	317.4	182,310.0	0.16	233.5	43,353.2	0.48
Secondary	119.5	152,293.3	0.48	115.6	147,173.2	0.55	49.0	28,804.2	0.49
Combined	126.9	48,250.6	0.36	64.7	32,870.8	0.85	103.4	27,250.9	0.44
Minority enrollment									
Less than 20%	377.3	199,186.0	0.20	277.6	189,652.5	0.25	239.3	46,024.2	0.34
20% or more	321.9	189,603.4	0.29	314.0	189,072.9	0.26	213.2	37,962.5	0.91
School size									
Less than 150	257.7	17,179.7	0.29	146.8	10,313.4	0.87	244.3	15,353.3	0.31
150 to 499	448.1	169,643.9	0.32	340.8	144,648.2	0.40	203.6	53,294.1	0.64
500 to 749	263.1	162,051.5	0.34	263.7	161,608.6	0.36	53.1	32,230.1	1.91
750 or more	178.9	194,023.4	0.26	165.6	181,310.0	0.25	36.0	35,528.6	1.27
Rural/small town	546.6	197,797.0	0.11	255.8	189,642.5	0.11	482.6	52,884.4	0.40
School level									
Elementary	431.6	137,695.7	0.13	255.3	130,614.8	0.12	339.2	34,889.5	0.47
Secondary	160.0	123,348.0	0.13	143.3	121,954.8	0.13	77.6	11,839.5	0.82
Combined	265.7	76,534.6	0.48	155.6	70,557.8	0.86	216.6	30,017.9	0.54
Minority enrollment									
Less than 20%	548.5	186,824.5	0.11	300.9	181,682.7	0.11	454.6	46,372.6	0.47
20% or more	328.9	133,816.7	0.28	252.4	135,214.4	0.28	214.2	20,317.0	1.02
School size									
Less than 150	508.5	37,850.8	0.30	310.9	30,938.2	0.45	419.9	24,463.9	0.47
150 to 499	418.9	145,485.5	0.11	413.5	147,998.7	0.10	166.6	39,315.3	0.51
500 to 749	252.5	157,989.1	0.14	250.0	156,395.7	0.13	—	—	—
750 or more	184.1	189,953.2	0.16	183.8	189,803.3	0.16	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table B2—Standard errors for Table 2.5: Percentage of elementary and combined schools that offered extended-day, prekindergarten, and kindergarten programs of different lengths, and average days per week in kindergarten programs, by selected school characteristics: 1990–91

	Extended-day	Pre-kindergarten	Kindergarten	Kindergarten, half-day	Kindergarten, full-day	Kindergarten, both	Average days/week
TOTAL	0.66	0.45	0.70	0.63	0.68	0.29	0.01
PUBLIC	0.80	0.61	0.84	0.71	0.66	0.28	0.01
Central city	2.08	1.60	1.37	1.76	1.64	0.79	0.01
School level							
Elementary	2.17	1.66	1.40	1.84	1.68	0.83	0.01
Combined	3.39	3.01	4.27	2.38	3.33	—	0.05
Minority enrollment							
Less than 20%	3.82	2.41	2.23	3.26	2.43	1.13	0.06
20% or more	2.44	1.88	1.61	2.12	1.90	0.92	0.00
School size							
Less than 150	3.86	8.79	7.25	7.28	11.07	—	0.47
150 to 499	2.83	2.70	1.98	2.82	1.96	1.33	0.01
500 to 749	3.64	2.55	2.18	3.24	2.90	1.04	0.00
750 or more	3.67	3.73	3.77	4.12	3.35	1.78	0.00
Urban fringe/large town	1.67	1.15	1.40	1.76	1.33	0.73	0.01
School level							
Elementary	1.72	1.17	1.42	1.85	1.36	0.76	0.01
Combined	4.88	2.81	5.87	4.86	3.72	—	0.00
Minority enrollment							
Less than 20%	2.49	1.42	1.95	2.46	1.69	0.76	0.01
20% or more	2.52	1.91	2.31	2.65	1.87	1.22	0.02
School size							
Less than 150	7.30	8.83	11.03	9.05	7.27	—	—
150 to 499	2.51	1.80	1.70	2.60	1.89	1.25	0.01
500 to 749	2.91	1.67	2.40	2.83	2.11	0.91	0.02
750 or more	4.35	2.39	4.34	4.72	3.12	1.77	0.03
Rural/small town	0.71	0.68	1.30	1.02	0.99	0.32	0.02
School level							
Elementary	0.74	0.80	1.39	1.11	1.11	0.33	0.02
Combined	1.73	2.02	2.20	3.29	2.32	1.17	0.04
Minority enrollment							
Less than 20%	0.90	0.79	1.39	1.27	1.06	0.35	0.02
20% or more	1.14	1.74	2.21	1.81	1.97	0.66	0.02
School size							
Less than 150	1.55	1.10	2.33	3.24	3.03	0.82	0.05
150 to 499	1.08	1.04	1.33	1.45	1.36	0.51	0.02
500 to 749	1.91	1.32	3.05	2.96	2.37	0.51	0.03
750 or more	3.18	3.60	3.98	3.59	3.16	1.36	0.04

Table B2—Standard errors for Table 2.5: Percentage of elementary and combined schools that offered extended-day, prekindergarten, and kindergarten programs, of different lengths, and average days per week in kindergarten programs, by selected school characteristics: 1990-91—Continued

	Extended-day	Kindergarten	Kindergarten, half-day	Kindergarten, full-day	Kindergarten, both	Average days/week
PRIVATE	1.43	1.54	1.38	1.44	0.66	0.02
Central city	1.61	2.54	2.30	2.20	0.79	0.02
School level						
Elementary	2.04	2.31	2.91	2.64	0.86	0.02
Combined	3.66	5.41	4.35	3.93	1.51	0.07
Minority enrollment						
Less than 20%	2.59	3.17	3.39	2.61	1.05	0.03
20% or more	3.06	3.56	2.63	3.79	1.01	0.01
School size						
Less than 150	3.33	4.81	4.02	3.53	0.89	0.03
150 to 499	2.64	1.49	2.66	2.58	1.31	0.02
500 to 749	7.51	4.46	7.75	7.28	2.91	0.00
750 or more	5.63	7.73	7.06	11.13	4.98	0.03
Urban fringe/large town	2.24	1.93	2.03	2.47	1.15	0.04
School level						
Elementary	2.65	1.92	2.44	3.12	1.41	0.02
Combined	3.13	4.27	4.69	4.07	1.63	0.15
Minority enrollment						
Less than 20%	2.37	2.19	2.50	2.50	1.39	0.05
20% or more	4.87	3.91	2.87	5.35	1.51	0.02
School size						
Less than 150	3.78	3.26	3.30	3.70	1.55	0.08
150 to 499	2.85	1.95	2.69	2.97	1.90	0.02
500 to 749	9.13	5.80	8.33	7.59	7.04	0.05
750 or more	—	—	—	—	—	—
Rural/small town	2.93	3.44	3.40	2.51	1.65	0.07
School level						
Elementary	3.48	4.33	3.98	3.48	1.57	0.09
Combined	4.66	4.68	5.86	4.27	3.36	0.06
Minority enrollment						
Less than 20%	2.66	3.53	3.86	2.75	1.77	0.09
20% or more	8.26	8.15	8.48	6.92	2.45	0.05
School size						
Less than 150	3.39	4.19	4.26	2.93	1.90	0.09
150 to 499	4.18	2.48	4.82	5.10	2.48	0.05
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Private school questionnaires did not ask about prekindergarten programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School Questionnaire).

Table B3—Standard errors for Table 3.1: Number of teachers and principals, by selected school characteristics: 1990-91

	Total		Public		Private	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
TOTAL	22,437.3	440.9	20,722.6	216.9	7,156.0	390.3
Central city	14,156.7	351.1	14,034.5	281.0	5,095.1	232.3
School level						
Elementary	12,042.9	313.4	11,887.1	267.0	2,743.1	177.3
Secondary	8,555.2	116.9	8,119.7	87.1	2,140.9	85.5
Combined	3,914.5	146.1	2,191.5	52.4	3,744.0	137.2
Minority enrollment						
Less than 20%	8,093.3	349.6	7,762.8	242.1	4,327.3	208.7
20% or more	13,879.4	386.1	13,544.8	308.2	3,443.7	188.6
School size						
Less than 150	2,657.3	254.4	1,566.6	123.4	1,902.4	216.1
150 to 499	7,990.8	348.6	7,253.0	296.3	3,875.6	173.9
500 to 749	11,469.5	313.6	11,346.1	311.6	2,434.1	56.2
750 or more	11,943.2	187.9	12,092.4	184.3	2,629.2	35.7
Urban fringe/large town	16,195.6	426.5	15,907.6	339.0	4,871.8	240.7
School level						
Elementary	12,973.3	403.9	12,192.7	322.0	3,066.8	203.2
Secondary	9,773.0	129.4	9,567.0	121.2	1,624.1	47.5
Combined	7,194.1	125.4	6,054.1	61.4	2,897.9	102.3
Minority enrollment						
Less than 20%	13,379.4	376.8	12,599.8	276.9	3,987.7	222.6
20% or more	12,892.8	348.8	13,506.6	334.2	3,246.3	190.3
School size						
Less than 150	2,224.6	235.7	1,159.5	141.1	2,254.9	211.3
150 to 499	13,307.9	438.0	11,413.5	326.6	4,252.9	194.3
500 to 749	9,321.4	271.6	9,497.2	270.8	1,955.3	48.9
750 or more	12,010.0	165.3	11,854.0	153.0	1,934.0	33.3
Rural/small town	15,497.0	478.6	15,165.0	290.8	4,065.9	402.3
School level						
Elementary	12,473.9	365.3	12,236.9	268.5	2,019.1	281.3
Secondary	6,489.2	155.0	6,399.0	140.5	1,165.5	71.5
Combined	5,894.0	237.2	4,966.0	152.8	3,001.1	189.5
Minority enrollment						
Less than 20%	14,037.5	491.1	14,064.9	313.1	3,950.3	398.9
20% or more	7,720.8	317.2	7,773.2	261.9	1,243.9	176.1
School size						
Less than 150	4,345.0	421.1	3,618.4	291.4	2,221.9	347.1
150 to 499	10,848.2	413.3	11,056.7	413.2	2,980.6	150.6
500 to 749	10,345.5	253.4	10,489.2	251.1	1,353.2	—
750 or more	11,027.9	185.6	11,001.0	185.4	—	—

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table B4—Standard errors for Table 3.7: Percentage distribution of teachers and principals by highest degree earned, teachers' average years of teaching experience, percentage of principals who taught and their average years of teaching experience before becoming principals, by selected school characteristics: 1990-91

	Teachers				Principals			% taught before principal	Avg. years of tch. exp. before princ.
	Less than bachelor's	Bachelor's	More than bachelor's	Average years of tch. exp.	Less than master's	Master's	More than master's		
TOTAL	0.07	0.29	0.30	0.06	0.32	0.57	0.54	0.29	0.07
PUBLIC	0.05	0.31	0.33	0.06	0.23	0.70	0.68	0.16	0.08
Central city	0.10	0.69	0.68	0.11	0.22	1.44	1.44	0.37	0.19
School level									
Elementary	0.07	1.01	1.00	0.15	0.27	1.79	1.77	0.47	0.22
Secondary	0.20	1.24	1.21	0.21	0.55	2.14	2.14	0.34	0.28
Combined	0.84	2.22	2.19	0.60	—	4.67	5.18	1.21	0.67
Minority enrollment									
Less than 20%	0.24	1.58	1.60	0.23	0.28	2.80	2.82	0.40	0.32
20% or more	0.09	0.74	0.76	0.14	0.30	1.61	1.63	0.48	0.22
School size									
Less than 150	0.00	3.46	3.46	0.50	1.56	7.44	7.78	1.53	0.78
150 to 499	0.25	1.54	1.50	0.24	0.09	2.23	2.24	0.49	0.31
500 to 749	0.11	1.77	1.79	0.29	—	2.88	2.85	0.77	0.46
750 or more	0.16	1.17	1.16	0.23	0.84	2.37	2.47	0.78	0.32
Urban fringe/large town	0.11	0.62	0.64	0.12	0.41	1.58	1.59	0.17	0.16
School level									
Elementary	0.07	1.08	1.07	0.17	0.53	1.99	1.97	0.20	0.22
Secondary	0.26	0.94	1.00	0.18	0.13	2.21	2.22	0.42	0.21
Combined	0.64	3.72	3.88	0.64	—	5.46	4.98	1.43	0.45
Minority enrollment									
Less than 20%	0.11	0.90	0.88	0.16	0.38	1.87	1.83	0.21	0.23
20% or more	0.18	1.09	1.12	0.21	0.77	2.43	2.49	0.30	0.26
School size									
Less than 150	0.26	6.31	6.30	0.71	—	8.06	6.60	2.29	1.05
150 to 499	0.16	1.60	1.61	0.28	0.59	2.58	2.60	0.22	0.31
500 to 749	0.12	1.65	1.62	0.25	0.89	2.92	2.88	0.07	0.31
750 or more	0.19	1.04	1.07	0.20	0.13	2.21	2.21	0.53	0.23
Rural/small town	0.07	0.67	0.66	0.08	0.36	0.88	0.86	0.24	0.10
School level									
Elementary	0.07	1.03	1.04	0.14	0.43	1.26	1.24	0.36	0.15
Secondary	0.17	0.64	0.69	0.10	0.49	1.20	1.22	0.24	0.14
Combined	0.17	1.79	1.76	0.27	1.04	2.90	2.90	0.78	0.36
Minority enrollment									
Less than 20%	0.08	0.91	0.91	0.10	0.48	1.31	1.26	0.29	0.12
20% or more	0.15	0.92	0.93	0.17	0.24	1.82	1.78	0.42	0.21
School size									
Less than 150	0.38	1.55	1.47	0.29	1.38	2.33	2.04	0.63	0.28
150 to 499	0.09	1.18	1.19	0.13	0.44	1.50	1.40	0.34	0.14
500 to 749	0.12	1.35	1.35	0.19	0.24	2.11	2.09	0.47	0.23
750 or more	0.20	1.28	1.24	0.16	0.40	2.14	2.19	0.50	0.24

Table B4—Standard errors for Table 3.7: Percentage distribution of teachers and principals by highest degree earned, teachers' average years of teaching experience, percentage of principals who taught and their average years of teaching experience before becoming principals, by selected school characteristics: 1990-91—Continued

	Teachers				Principals			%taught before principal	Avg. years of tch. exp. before princ.
	Less than bachelor's	Bache- lor's	More than bachelor's	Average years of tch. exp.	Less than master's	Master's	More than master's		
PRIVATE	0.45	0.90	0.76	0.17	1.10	1.13	0.93	1.06	0.15
Central city	0.61	1.29	1.26	0.31	2.24	2.12	1.57	1.21	0.24
School level									
Elementary	0.83	1.69	1.61	0.36	2.21	2.31	1.65	1.35	0.34
Secondary	0.62	2.26	2.37	0.52	2.68	3.57	2.91	1.69	0.56
Combined	1.26	2.54	2.47	0.46	5.76	4.99	4.40	3.38	0.49
Minority enrollment									
Less than 20%	0.70	1.81	1.88	0.37	2.82	2.65	1.91	1.97	0.32
20% or more	1.16	1.84	1.92	0.54	2.83	2.68	2.45	1.94	0.40
School size									
Less than 150	1.91	2.83	2.25	0.55	4.09	3.74	2.36	2.40	0.40
150 to 499	0.86	1.70	1.69	0.39	1.88	2.81	1.98	1.09	0.34
500 to 749	0.99	3.75	3.44	0.67	2.81	5.77	5.57	1.89	0.77
750 or more	0.45	3.99	3.88	0.73	—	6.65	6.27	3.73	0.80
Urban fringe/large town	0.70	1.59	1.59	0.28	2.06	2.33	1.90	1.55	0.36
School level									
Elementary	1.25	1.95	1.79	0.46	2.45	3.09	2.35	1.49	0.48
Secondary	0.49	3.51	3.46	0.60	2.69	4.37	4.59	2.15	0.58
Combined	1.35	3.05	3.29	0.62	4.37	4.07	3.26	4.29	0.48
Minority enrollment									
Less than 20%	0.52	1.54	1.63	0.32	2.91	2.91	2.47	1.88	0.42
20% or more	2.07	3.23	2.71	0.75	3.98	3.96	3.33	2.67	0.67
School size									
Less than 150	2.51	3.22	2.74	0.62	3.59	3.53	3.00	3.13	0.53
150 to 499	0.62	1.91	1.90	0.38	2.57	3.00	2.13	1.05	0.44
500 to 749	1.77	5.54	5.61	0.79	3.69	7.59	6.73	1.62	1.16
750 or more	—	6.94	7.16	1.59	—	8.79	8.81	2.81	1.06
Rural/small town	1.59	2.45	2.07	0.42	3.12	2.61	1.53	3.24	0.37
School level									
Elementary	1.96	2.68	2.21	0.49	4.45	4.04	2.24	4.44	0.58
Secondary	0.98	4.92	5.14	0.71	7.89	8.62	6.92	1.31	1.29
Combined	3.16	4.38	3.44	0.79	4.83	4.33	2.62	4.47	0.73
Minority enrollment									
Less than 20%	1.88	2.55	2.00	0.43	3.95	3.42	1.63	3.81	0.50
20% or more	2.46	6.33	5.94	1.30	6.31	5.22	3.94	2.63	0.76
School size									
Less than 150	3.20	3.81	2.94	0.56	3.85	3.10	1.87	4.36	0.51
150 to 499	1.06	2.00	1.95	0.51	3.24	4.02	2.93	2.07	0.65
500 to 749	0.00	11.97	11.97	2.20	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table B5—Standard errors for Table 4.5: Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1990–91

	Teachers in departments		Average class size of teachers in self-contained classes*
	Average periods/day	Average class size*	
TOTAL	0.01	0.09	0.11
PUBLIC	0.01	0.08	0.12
Central city	0.03	0.21	0.25
School level			
Elementary	0.07	0.53	0.25
Secondary	0.02	0.23	2.77
Combined	0.08	1.48	3.78
Minority enrollment			
Less than 20%	0.05	0.35	0.35
20% or more	0.03	0.25	0.31
School size			
Less than 150	0.24	2.00	3.17
150 to 499	0.11	0.88	0.32
500 to 749	0.08	0.56	0.49
750 or more	0.03	0.27	0.50
Urban fringe/large town	0.02	0.20	0.25
School level			
Elementary	0.06	0.46	0.20
Secondary	0.03	0.21	2.38
Combined	0.10	0.87	2.08
Minority enrollment			
Less than 20%	0.03	0.24	0.33
20% or more	0.03	0.32	0.43
School size			
Less than 150	0.24	1.34	1.40
150 to 499	0.14	0.71	0.24
500 to 749	0.05	0.44	0.58
750 or more	0.02	0.24	0.78
Rural/small town	0.02	0.11	0.15
School level			
Elementary	0.04	0.26	0.12
Secondary	0.02	0.12	1.76
Combined	0.06	0.37	0.65
Minority enrollment			
Less than 20%	0.02	0.13	0.16
20% or more	0.03	0.22	0.33
School size			
Less than 150	0.09	0.49	0.43
150 to 499	0.03	0.18	0.19
500 to 749	0.03	0.24	0.36
750 or more	0.02	0.22	0.62

Table B5—Standard errors for Table 4.5: Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1990-91—Continued

	Teachers in departments		Average class size of teachers in self-contained classes*
	Average periods/day	Average class size*	
PRIVATE	0.03	0.27	0.22
Central city	0.05	0.41	0.30
School level			
Elementary	0.11	0.59	0.32
Secondary	0.08	0.56	—
Combined	0.09	0.50	0.67
Minority enrollment			
Less than 20%	0.07	0.46	0.38
20% or more	0.09	0.59	0.59
School size			
Less than 150	0.17	0.72	0.61
150 to 499	0.07	0.41	0.34
500 to 749	0.13	0.85	2.37
750 or more	0.10	0.85	2.39
Urban fringe/large town	0.06	0.48	0.31
School level			
Elementary	0.14	0.56	0.37
Secondary	0.07	0.83	—
Combined	0.10	0.74	0.71
Minority enrollment			
Less than 20%	0.07	0.60	0.36
20% or more	0.12	0.71	0.85
School size			
Less than 150	0.21	0.97	0.54
150 to 499	0.08	0.54	0.44
500 to 749	0.19	1.18	1.59
750 or more	0.13	1.16	—
Rural/small town	0.11	0.41	0.49
School level			
Elementary	0.21	0.63	0.60
Secondary	0.21	0.77	—
Combined	0.15	0.62	0.74
Minority enrollment			
Less than 20%	0.12	0.43	0.55
20% or more	0.33	1.38	1.94
School size			
Less than 150	0.23	0.85	0.54
150 to 499	0.14	0.59	0.72
500 to 749	0.37	2.37	—
750 or more	—	—	—

—Too few cases for a reliable estimate.

*Excludes special education classes.

NOTE: Includes full- and part-time teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table B6—Standard errors for Table 5.3: Percentage of public districts and private schools with salary schedules, average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, percentage of schools without salary schedules, and average lowest and highest salaries paid by schools without salary schedules, by selected school characteristics: 1990–91

	Percent with salary schedules	Average scheduled salary				Schools without schedules		
		BA, no experience	MA, no experience	MA, 20 years' experience	Highest step on schedule	Percent without schedules	Average lowest	Average highest
PUBLIC DISTRICTS	0.66	59.2	74.2	125.2	160.6	0.66	458.8	1,459.9
Region								
Northeast	1.15	76.9	99.8	230.9	262.5	1.15	—	—
Midwest	1.33	101.1	116.8	243.3	266.7	1.33	490.9	905.1
South	0.52	67.7	78.4	81.9	84.7	0.52	—	—
West	1.56	134.5	202.8	262.9	351.2	1.56	—	—
District size								
Less than 1,000	1.25	105.4	117.2	187.1	200.6	1.25	479.3	1,510.6
1,000 to 4,999	0.32	72.1	80.8	173.8	203.5	0.32	—	—
5,000 to 9,999	0.26	175.2	215.3	405.0	445.1	—	—	—
10,000 or more	0.09	156.0	198.6	302.2	355.1	—	—	—
Minority enrollment								
Less than 20%	0.88	71.3	84.2	151.9	185.1	0.88	504.8	1,685.5
20% or more	1.22	100.7	128.6	236.5	308.1	1.22	—	—
Minority teachers								
Less than 10%	0.76	66.7	82.4	148.6	177.1	0.76	481.0	1,189.8
20% or more	1.07	192.7	229.2	363.6	431.2	1.07	—	—
PRIVATE SCHOOLS	1.42	123.3	132.7	214.0	280.7	1.42	372.3	503.3
Region								
Northeast	2.02	296.9	315.8	666.0	546.2	2.02	722.9	1,271.9
Midwest	2.90	133.7	152.0	217.4	533.9	2.90	848.1	1,069.8
South	2.67	151.2	159.8	336.7	370.7	2.67	515.9	831.5
West	3.22	472.9	499.1	640.0	739.5	3.22	1,046.1	1,413.2
School size								
Less than 150	2.25	265.7	298.6	442.9	563.6	2.25	467.8	573.8
150 to 499	0.98	110.7	118.7	176.6	217.1	0.98	279.9	727.9
500 to 749	3.02	268.0	319.3	464.7	575.6	3.02	773.4	2,191.6
750 or more	2.33	297.5	343.8	639.4	784.5	2.33	—	—
Minority enrollment								
Less than 20%	1.78	149.8	168.1	252.0	367.6	1.78	413.0	556.8
20% or more	2.83	183.2	194.6	297.1	363.6	2.83	904.7	1,018.4
Minority teachers								
Less than 10%	1.53	148.9	166.8	251.6	330.2	1.53	426.1	542.2
20% or more	2.84	218.1	255.6	386.5	464.4	2.84	735.1	1,289.0

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (Private School and Teacher Demand and Shortage Questionnaires).

Table B7—Standard errors for Table 6.3: Percentage of teachers and principals who perceived certain issues as serious* problems in their schools, by selected school characteristics: 1990–91

	Teachers					Principals				
	Student absen- teeism	Use of alcohol	Tardi- ness	Drug abuse	Verbal abuse of teachers	Student absen- teeism	Use of alcohol	Tardi- ness	Drug abuse	Verbal abuse of teachers
TOTAL	0.27	0.15	0.22	0.12	0.20	0.25	0.19	0.19	0.09	0.15
PUBLIC	0.29	0.16	0.23	0.13	0.23	0.30	0.24	0.22	0.12	0.16
Central city	0.76	0.31	0.69	0.25	0.62	0.86	0.38	0.77	0.34	0.47
School level										
Elementary	0.81	0.21	0.82	0.20	1.01	0.94	0.30	0.82	0.31	0.55
Secondary	1.57	0.77	1.11	0.58	0.92	2.14	1.42	2.09	1.22	0.88
Combined	3.80	1.52	3.49	1.23	1.81	4.46	1.88	3.06	1.78	2.80
Minority enrollment										
Less than 20%	0.85	0.73	0.87	0.39	0.41	0.71	0.92	1.25	0.67	0.32
20% or more	0.88	0.35	0.87	0.33	0.76	1.13	0.50	0.98	0.41	0.61
School size										
Less than 150	4.34	2.53	2.54	2.80	3.13	4.08	4.46	1.94	4.46	2.34
150 to 499	1.13	0.43	0.98	0.39	0.73	1.03	0.69	1.11	0.69	0.74
500 to 749	1.49	0.52	1.08	0.48	1.68	1.56	0.60	1.70	0.31	0.90
750 or more	1.48	0.63	1.26	0.47	1.01	1.77	0.69	1.60	0.86	0.87
Urban fringe/lg. tw. n.	0.59	0.31	0.44	0.27	0.35	0.61	0.40	0.49	0.25	0.34
School level										
Elementary	0.60	0.12	0.55	0.10	0.52	0.50	0.20	0.59	0.20	0.32
Secondary	1.15	0.70	0.81	0.51	0.60	1.63	1.58	1.33	0.76	0.79
Combined	3.40	3.34	3.39	2.96	2.98	3.07	3.48	1.86	2.84	4.07
Minority enrollment										
Less than 20%	0.67	0.44	0.53	0.23	0.35	0.85	0.51	0.57	0.22	0.31
20% or more	1.04	0.45	0.88	0.48	0.66	0.98	0.69	0.92	0.51	0.64
School size										
Less than 150	2.54	1.86	1.97	2.37	2.06	2.58	4.31	1.28	2.00	3.15
150 to 499	0.84	0.48	0.80	0.62	0.49	0.88	0.53	0.81	0.38	0.49
500 to 749	0.71	0.30	0.78	0.20	0.65	0.66	0.40	1.08	0.29	0.51
750 or more	1.15	0.69	0.82	0.51	0.58	1.46	1.07	1.27	0.68	0.50
Rural/small town	0.36	0.32	0.26	0.18	0.21	0.41	0.37	0.24	0.17	0.14
School level										
Elementary	0.30	0.24	0.28	0.15	0.29	0.48	0.25	0.35	0.13	0.21
Secondary	0.71	0.61	0.48	0.42	0.37	0.98	1.26	0.52	0.52	0.26
Combined	0.82	1.12	0.99	0.87	0.82	1.23	1.01	1.08	0.34	0.41
Minority enrollment										
Less than 20%	0.43	0.36	0.25	0.20	0.21	0.51	0.50	0.28	0.20	0.18
20% or more	0.84	0.62	0.71	0.41	0.56	0.92	0.59	0.60	0.29	0.24
School size										
Less than 150	1.00	1.21	0.72	0.45	0.55	1.00	1.07	0.22	0.67	0.36
150 to 499	0.31	0.37	0.44	0.21	0.29	0.53	0.45	0.40	0.12	0.21
500 to 749	0.67	0.57	0.43	0.33	0.51	0.84	0.84	0.54	0.38	0.35
750 or more	1.19	0.88	0.93	0.56	0.52	1.21	1.46	1.10	0.68	0.56

Table B7—Standard errors for Table 6.3: Percentage of teachers and principals who perceived certain issues as serious* problems in their schools, by selected school characteristics: 1990-91—Continued

	Teachers					Principals				
	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers
PRIVATE	0.25	0.21	0.27	0.11	0.26	0.24	0.12	0.30	0.10	0.30
Central city	0.36	0.40	0.40	0.18	0.35	0.39	0.23	0.52	0.18	0.69
School level										
Elementary	0.37	—	0.52	—	0.16	—	0.00	0.75	0.00	0.74
Secondary	1.01	1.30	1.10	0.47	0.58	1.09	1.65	1.06	1.21	—
Combined	0.83	0.77	0.97	0.51	1.17	—	0.09	—	0.00	2.40
Minority enrollment										
Less than 20%	0.46	0.40	0.47	0.17	0.34	0.43	0.27	0.48	0.19	1.17
20% or more	0.81	0.74	0.84	0.41	0.79	—	0.35	1.04	—	0.43
School size										
Less than 150	0.96	0.35	1.32	0.22	1.71	0.81	—	0.91	0.42	1.77
150 to 499	0.66	0.47	0.56	0.28	0.24	0.46	—	0.80	0.00	—
500 to 749	1.21	1.29	0.91	0.51	0.87	0.00	1.46	—	—	0.00
750 or more	1.24	1.57	1.41	—	0.63	0.00	2.98	0.00	0.00	0.00
Urban fringe/large town	0.37	0.35	0.52	0.22	0.61	0.51	0.27	0.46	0.22	0.39
School level										
Elementary	0.39	—	0.38	—	0.32	—	0.00	0.43	0.00	—
Secondary	1.21	1.81	1.04	0.77	0.44	1.69	1.71	1.72	—	—
Combined	0.96	0.70	1.43	0.55	1.71	—	0.86	1.28	0.73	1.03
Minority enrollment										
Less than 20%	0.38	0.48	0.54	0.14	0.61	—	0.33	—	—	—
20% or more	0.80	0.68	1.11	0.67	1.35	1.51	0.44	1.56	0.54	1.27
School size										
Less than 150	1.10	0.47	0.86	0.45	1.68	1.09	0.44	0.99	0.49	0.84
150 to 499	0.48	0.39	0.75	0.15	0.80	—	0.23	—	0.00	0.00
500 to 749	1.66	2.41	2.67	1.73	—	0.00	—	0.00	0.00	0.00
750 or more	1.21	1.86	0.80	—	—	0.00	—	0.00	0.00	0.00
Rural/small town	0.61	0.49	0.75	0.12	0.43	0.37	0.18	0.58	0.13	0.64
School level										
Elementary	0.31	—	0.51	0.00	0.52	—	—	0.89	—	—
Secondary	1.59	2.64	1.51	0.64	1.11	—	1.82	—	—	—
Combined	1.48	0.89	1.53	0.13	0.66	—	—	0.77	—	1.84
Minority enrollment										
Less than 20%	0.68	0.55	0.78	0.08	0.45	—	0.22	0.36	—	0.13
20% or more	1.17	0.87	2.15	0.87	2.02	—	—	2.74	—	3.39
School size										
Less than 150	1.31	0.39	0.94	0.27	0.71	—	—	0.76	—	0.92
150 to 499	0.71	0.77	1.00	0.10	0.46	—	0.24	0.79	—	—
500 to 749	—	1.94	—	0.00	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Teachers and principals were defined as perceiving these issues as serious problems in their schools if they responded with a 1 on a 4-point scale of problem seriousness, with 1 representing a *serious* problem.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

Table B8—Standard errors of Table 7.3: Of schools with vacancies in various teaching fields, percentage that found it very difficult or impossible to fill the vacancies, by selected school characteristics: 1990–91

	General elementary	Special ed.	English	Math	Physical science	Biology or life science	ESL or bilingual ed.	Foreign language	Voc./ tech. ed.
TOTAL	0.32	1.11	0.59	0.95	1.18	1.23	2.52	1.36	1.29
PUBLIC	0.28	1.13	0.59	0.82	1.29	1.27	2.74	1.58	1.41
Community type									
Central city	0.97	2.11	1.96	1.86	2.65	2.60	4.52	2.45	3.92
Urban fringe/lg. twn.	0.39	1.94	0.97	1.89	1.80	1.78	4.36	2.80	2.79
Rural/small town	0.20	1.52	0.79	1.06	2.04	1.98	4.21	2.43	1.19
School level									
Elementary	0.29	1.34	1.23	2.01	2.26	2.20	3.56	3.06	4.30
Secondary	1.05	1.43	0.59	0.93	1.18	1.37	2.77	1.77	1.42
Combined	0.47	3.88	3.46	4.37	8.82	7.39	4.42	8.16	3.56
Minority enrollment									
Less than 20%	0.18	1.28	0.66	1.00	2.16	1.98	4.94	1.96	1.84
20% or more	0.54	1.72	1.04	1.27	1.80	1.75	3.15	2.61	2.45
School size									
Less than 150	—	4.00	3.80	3.55	3.29	4.03	9.26	6.19	2.93
150 to 499	0.41	1.72	1.09	1.61	3.31	3.08	4.23	3.83	2.43
500 to 749	0.71	1.98	0.60	1.42	2.53	1.59	5.87	3.10	3.68
750 or more	1.19	1.70	1.14	1.48	1.81	1.96	3.28	2.04	1.70
PRIVATE	1.05	4.85	1.37	2.57	2.48	2.75	7.97	3.00	4.21
Community type									
Central city	1.18	7.63	1.35	3.51	2.88	3.61	6.34	4.05	7.52
Urban fringe/lg. twn.	1.77	7.10	3.10	4.96	5.96	5.28	15.61	5.32	4.73
Rural/small town	2.66	9.31	2.85	5.48	7.23	5.13	—	8.50	—
School level									
Elementary	0.34	1.33	1.08	2.10	2.14	2.20	3.35	2.25	4.00
Secondary	1.12	1.51	0.56	0.95	1.16	1.31	2.76	1.64	1.41
Combined	1.66	3.69	2.48	2.75	4.64	3.83	8.32	4.57	2.89
Minority enrollment									
Less than 20%	0.97	5.34	1.91	3.10	3.17	3.60	11.06	3.88	7.06
20% or more	2.04	6.97	1.48	3.63	3.32	3.75	—	3.64	5.47
School size									
Less than 150	2.35	7.51	2.82	5.32	5.31	5.47	16.10	9.02	7.42
150 to 499	0.79	5.86	2.00	2.99	3.68	4.06	8.63	4.18	9.74
500 to 749	—	—	3.83	5.42	7.04	5.55	—	4.75	—
750 or more	0.00	—	—	5.24	7.94	6.14	—	4.52	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table B9—Standard errors for Table A1: Number of public schools and students and average number of students per full-time-equivalent (FTE) teacher, by state: 1990–91

	Schools	Students	Average students/ FTE tchr.
TOTAL	197.3	362,552.6	0.07
Alabama	22.2	25,826.8	0.30
Alaska	9.1	7,244.9	0.70
Arizona	11.5	29,836.3	0.35
Arkansas	10.0	17,241.9	0.31
California	50.8	192,501.1	0.41
Colorado	17.9	22,808.6	0.35
Connecticut	14.2	18,797.1	0.36
Delaware	2.7	6,486.1	0.40
Dist. of Columbia	7.4	3,420.1	0.50
Florida	33.7	77,016.2	0.28
Georgia	37.7	48,515.8	0.32
Hawaii	0.0	4,820.6	0.35
Idaho	9.7	11,613.9	0.32
Illinois	72.1	84,452.0	0.38
Indiana	27.3	30,290.1	0.28
Iowa	53.3	24,418.8	0.33
Kansas	8.8	21,642.3	0.36
Kentucky	30.5	33,360.7	0.32
Louisiana	32.0	30,760.9	0.32
Maine	5.5	12,137.9	0.36
Maryland	38.3	31,905.1	0.40
Massachusetts	8.6	43,759.1	0.34
Michigan	37.9	64,119.8	0.64
Minnesota	35.5	37,425.7	0.32
Mississippi	17.0	17,829.3	0.26
Missouri	28.3	30,541.6	0.29
Montana	14.7	11,346.7	0.46
Nebraska	34.3	15,828.3	0.37
Nevada	3.9	9,889.0	0.58
New Hampshire	12.1	7,859.6	0.33
New Jersey	9.8	46,841.8	0.39
New Mexico	12.3	13,711.3	0.48
New York	25.8	93,369.5	0.35
North Carolina	20.9	37,923.0	0.25
North Dakota	12.4	8,277.1	0.55
Ohio	60.2	73,906.9	0.34
Oklahoma	33.2	30,257.1	0.28
Oregon	40.1	20,045.3	0.37
Pennsylvania	35.0	64,184.2	0.29
Rhode Island	3.9	5,830.5	0.29
South Carolina	11.3	27,039.1	0.26
South Dakota	24.3	9,841.6	0.56
Tennessee	30.3	39,225.6	0.32
Texas	45.1	94,112.9	0.16
Utah	6.7	24,617.4	0.49
Vermont	0.0	3,857.9	0.35
Virginia	6.4	44,456.7	0.37
Washington	26.4	33,258.5	1.38
West Virginia	22.4	15,929.5	0.36
Wisconsin	59.8	42,241.2	0.33
Wyoming	13.6	7,078.1	0.42

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table B10—Standard errors for Table A2: Number of private schools and students and average number of students per full-time-equivalent (FTE) teacher, by private school affiliation: 1990–91

	Schools	Students	Average students/ FTE tchr.
TOTAL	430.1	84,806.4	0.20
Private school typology			
Catholic	102.3	64,290.1	0.43
Parochial	174.8	61,106.5	0.61
Diocesan	145.3	56,387.6	0.71
Private order	70.3	25,511.6	1.39
Other religious	374.2	65,821.2	0.22
Conservative Christian	232.8	42,000.3	0.44
Affiliated	168.4	31,122.7	0.26
Unaffiliated	285.9	29,288.8	0.57
Nonsectarian	249.5	34,385.1	0.36
Regular	132.0	25,606.4	0.38
Special emphasis	185.1	19,104.5	0.65
Special education	100.3	7,414.2	0.49

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School Questionnaire).

Table B11—Standard errors for Table A9: Percentage distribution of public school teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by state: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Avg. age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.		
TOTAL	0.31	0.31	0.29	0.25	0.17	0.05	0.06	0.29	0.08
Alabama	1.33	1.33	1.93	1.84	0.28	0.37	—	1.93	0.37
Alaska	2.31	2.31	1.31	0.64	0.46	1.22	0.47	1.31	0.39
Arizona	1.64	1.64	1.41	0.60	1.10	0.42	0.23	1.41	0.37
Arkansas	1.71	1.71	1.35	1.15	0.58	0.33	0.14	1.35	0.43
California	1.28	1.28	1.72	1.88	1.25	0.25	0.53	1.72	0.31
Colorado	1.78	1.78	1.22	0.64	0.85	0.36	0.11	1.22	0.40
Connecticut	1.94	1.94	1.36	1.14	0.65	0.18	0.13	1.36	0.40
Delaware	1.86	1.86	1.92	1.69	—	—	—	1.92	0.65
Dist. of Columbia	3.86	3.86	2.40	2.99	1.61	—	—	2.40	0.83
Florida	1.59	1.59	1.49	1.42	0.71	0.19	0.24	1.49	0.34
Georgia	1.40	1.40	1.92	1.94	0.15	0.35	0.12	1.92	0.38
Hawaii	1.40	1.40	2.01	—	0.74	0.28	2.16	2.01	0.51
Idaho	1.89	1.89	0.50	0.00	0.37	0.24	0.23	0.50	0.31
Illinois	2.02	2.02	1.62	1.45	0.66	0.44	0.27	1.62	0.37
Indiana	1.41	1.41	0.82	0.62	0.25	0.33	0.16	0.82	0.38
Iowa	2.39	2.39	0.55	0.46	0.20	0.17	0.27	0.55	0.35
Kansas	1.45	1.45	0.71	0.52	0.31	0.27	0.07	0.71	0.45
Kentucky	1.55	1.55	0.70	0.57	—	0.32	0.46	0.70	0.40
Louisiana	1.59	1.59	1.89	1.90	0.46	—	0.24	1.89	0.43
Maine	1.96	1.96	0.63	—	0.28	0.37	0.00	0.63	0.42
Maryland	1.82	1.82	2.72	2.83	0.18	—	0.30	2.72	0.45
Massachusetts	1.90	1.90	0.90	0.62	0.27	0.41	0.22	0.90	0.41
Michigan	2.02	2.02	1.29	1.16	0.46	0.33	0.38	1.29	0.42
Minnesota	1.63	1.63	0.69	0.38	0.31	0.38	0.10	0.69	0.50
Mississippi	1.02	1.02	1.98	2.09	0.37	0.14	0.07	1.98	0.34
Missouri	1.49	1.49	1.15	1.01	0.39	0.22	0.06	1.15	0.42
Montana	2.29	2.29	1.56	—	0.39	1.37	0.15	1.56	0.31
Nebraska	2.34	2.34	0.73	0.52	0.44	0.39	—	0.73	0.35
Nevada	2.54	2.54	1.20	1.26	0.89	0.55	0.35	1.20	0.46
New Hampshire	1.65	1.65	0.59	—	0.43	—	—	0.59	0.40
New Jersey	2.04	2.04	1.54	1.58	0.79	—	0.07	1.54	0.32
New Mexico	1.92	1.92	2.11	0.36	1.95	0.63	0.16	2.11	0.31
New York	1.72	1.72	1.56	0.87	0.99	0.11	0.37	1.56	0.37
North Carolina	1.30	1.30	1.91	1.69	0.37	0.49	0.02	1.91	0.38
North Dakota	1.81	1.81	0.90	—	0.25	0.81	—	0.90	0.34
Ohio	1.69	1.69	1.59	1.42	0.33	0.15	0.03	1.59	0.28
Oklahoma	1.81	1.81	1.21	0.94	0.48	0.66	—	1.21	0.32
Oregon	2.00	2.00	0.73	0.57	0.39	0.42	0.27	0.73	0.35
Pennsylvania	1.85	1.85	0.77	0.66	0.20	0.35	0.07	0.77	0.33
Rhode Island	2.99	2.99	0.73	0.53	—	—	—	0.73	0.47
South Carolina	1.33	1.33	2.01	2.09	0.11	0.07	0.31	2.01	0.65
South Dakota	1.61	1.61	0.59	—	0.23	0.59	—	0.59	0.40
Tennessee	1.63	1.63	1.48	1.39	0.41	0.37	—	1.48	0.47
Texas	1.17	1.17	1.14	0.71	1.04	0.18	0.11	1.14	0.29
Utah	1.54	1.54	0.65	0.00	0.48	0.40	0.21	0.65	0.45
Vermont	1.85	1.85	0.75	—	0.45	0.43	0.00	0.75	0.40
Virginia	1.51	1.51	1.69	1.60	0.44	0.22	0.06	1.69	0.41
Washington	2.29	2.29	0.71	0.39	0.38	0.22	0.27	0.71	0.37
West Virginia	2.10	2.10	1.38	1.13	0.52	0.23	—	1.38	0.31
Wisconsin	2.52	2.52	0.43	0.39	0.13	0.10	0.09	0.43	0.32
Wyoming	2.13	2.13	1.09	—	0.48	1.06	—	1.09	0.32

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table B12—Standard errors for Table A10: Percentage distribution of private school teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by private school affiliation: 1990-91

	Sex		Race-ethnicity					% Minority (nonwhite)	Avg. age
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pac. Isl.		
TOTAL	0.74	0.74	0.46	0.28	0.26	0.09	0.18	0.46	0.17
Private school typology									
Catholic	1.15	1.15	0.71	0.44	0.49	0.14	0.19	0.71	0.30
Parochial	1.05	1.05	0.91	0.64	0.65	0.24	0.35	0.91	0.41
Diocesan	1.78	1.78	1.14	0.62	1.15	0.29	0.39	1.14	0.41
Private order	3.77	3.77	1.73	1.16	0.91	—	0.54	1.73	0.53
Other religious	1.17	1.17	0.80	0.44	0.39	0.17	0.31	0.80	0.29
Conservative Christian	2.31	2.31	1.52	0.60	0.92	0.30	0.59	1.52	0.63
Affiliated	1.38	1.38	1.21	0.89	0.39	0.17	0.40	1.21	0.35
Unaffiliated	2.33	2.33	1.51	0.86	0.96	—	0.63	1.51	0.82
Nonsectarian	1.81	1.81	1.19	0.90	0.74	0.17	0.56	1.19	0.45
Regular	2.21	2.21	1.71	1.20	1.06	0.26	0.94	1.71	0.64
Special emphasis	3.49	3.49	2.19	2.00	0.97	0.24	0.51	2.19	0.66
Special education	5.14	5.14	2.69	2.20	1.59	—	0.48	2.69	1.07

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School and Teacher Questionnaires).

Table B13—Standard errors for Table A19: Average base salary for full-time public school teachers, and average public school principal salary, by state: 1990–91

	Average teacher base salary	Average teacher principal salary
TOTAL	97.2	123.6
Alabama	130.2	377.6
Alaska	380.4	666.0
Arizona	256.1	1,002.1
Arkansas	186.2	502.6
California	367.1	657.2
Colorado	414.1	499.2
Connecticut	438.8	667.1
Delaware	539.8	499.3
Dist. of Columbia	744.1	1,009.4
Florida	346.9	470.5
Georgia	255.2	607.9
Hawaii	333.7	640.4
Idaho	223.5	461.3
Illinois	456.0	602.9
Indiana	278.2	466.7
Iowa	304.9	528.9
Kansas	191.0	376.3
Kentucky	262.8	568.6
Louisiana	198.2	477.8
Maine	221.9	721.9
Maryland	362.4	641.7
Massachusetts	384.5	573.0
Michigan	459.6	658.5
Minnesota	552.3	760.1
Mississippi	135.3	318.2
Missouri	502.6	488.0
Montana	303.9	796.5
Nebraska	305.7	1,186.3
Nevada	422.8	798.9
New Hampshire	435.6	600.8
New Jersey	425.6	668.6
New Mexico	188.6	434.6
New York	604.5	885.6
North Carolina	202.3	671.8
North Dakota	251.3	674.5
Ohio	343.2	548.7
Oklahoma	191.1	426.8
Oregon	303.9	879.9
Pennsylvania	354.9	601.7
Rhode Island	406.2	616.9
South Carolina	204.6	401.2
South Dakota	226.5	359.9
Tennessee	260.3	558.6
Texas	144.5	299.7
Utah	188.0	379.1
Vermont	311.7	1,000.8
Virginia	364.4	530.5
Washington	325.0	497.2
West Virginia	155.0	436.0
Wisconsin	357.2	505.7
Wyoming	352.8	445.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 (School, Administrator, and Teacher Questionnaires).

Table B14—Standard errors for Table A20: Average base salary for full-time private school teachers, and average private school principal salary, by private school affiliation: 1990-91

	Average teacher base salary	Average principal salary
TOTAL	178.6	289.9
Private school typology		
Catholic	235.6	451.6
Parochial	213.3	629.8
Diocesan	441.3	878.8
Private order	576.4	1,607.5
Other religious	238.9	479.8
Conservative Christian	302.4	753.6
Affiliated	425.8	667.4
Unaffiliated	731.1	1,523.2
Nonsectarian	542.1	1,374.7
Regular	738.3	1,807.3
Special emphasis	632.5	2,384.7
Special education	681.8	1,797.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (School, Administrator, and Teacher Questionnaires).

APPENDIX C • TECHNICAL NOTES

SAMPLE SELECTION⁴²

For the Schools and Staffing Survey (SASS), schools were selected first. Each one selected received a school questionnaire and an administrator questionnaire. Next, a sample of teachers was selected within each school, and each received a teacher questionnaire. A "Teacher Demand and Shortage" (TDS) questionnaire was sent to the local education agency (LEA) associated with each selected school. Also, an additional sample of public school districts not associated with schools received the TDS questionnaire. The private school questionnaire included TDS questions for the school.

The sample for the SASS conducted during the 1990–91 school year included 12,856 schools and administrators, 65,217 teachers, and 5,515 local education agencies. To improve estimates of change between 1988 and 1991, the sample selection process controlled the amount of overlap between the 1988 and 1991 school samples, setting it at 30 percent for public schools and for private schools belonging to associations with high response rates in 1988. The overlap for associations that did not have high response rates was set by a sliding scale, and below a point it was minimized.

The SASS was designed to provide national estimates for public and private schools; state estimates for public schools; state elementary, state secondary, and national combined estimates for public schools; association and grade-level estimates for private schools, estimates of change from 1988 to 1991 in

school-level characteristics; and national estimates for schools with greater than 25 percent Indian enrollment. The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and non-bilingual teachers are possible at the national level.

Selection of Schools

The public school sample of 9,586 schools was selected primarily from the 1988–89 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from all state education agencies, and is believed to be the most complete list of public schools available. The frame includes regular public schools, Department of Defense operated military base schools, and nonregular schools such as special education, vocational, and alternative schools.

The public schools in the sampling frame were stratified first into one of four types: A) BIA (Bureau of Indian Affairs) schools; B) Native American schools (schools with 25 percent or more Native American students); C) schools in Delaware, Nevada, and West Virginia (where it was necessary to implement a different sampling strategy to ensure that at least one school from each LEA in the state was included); and D) all other schools. The schools were also stratified by state. Type A schools were stratified by Arizona, New Mexico, South Dakota, and all other states; Type B schools were stratified by Arizona, North Dakota, Oklahoma, and all other states (except Alaska, since most Alaskan schools have high Native American enrollment); type C schools were stratified by state first and then by LEA; and Type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia). The next level of stratification was by grade level (elementary, secondary, or combined).

⁴²For a detailed description of the sample design and the differences between the designs in 1987–88 and 1990–91, see Steven Kaufman and Hertz Huang, *1991 Schools and Staffing Survey: Sample Design and Estimation*, Technical Report, NCES 93–449 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Before sampling, non-BIA schools were sorted within each stratum by state, LEA urbanicity (seven categories), LEA zip code (first three digits), CCD LEA ID number (a unique number assigned to each school district by NCES), school percent minority enrollment (four categories), highest grade in school, school enrollment, and CCD School ID. Schools were systematically selected with probability proportional to the square root of the number of teachers within a school as reported on the CCD file. BIA schools were selected in a similar manner, but by using the square root of the enrollment rather than the number of teachers.

The private school sample of 3,270 schools was selected primarily from the 1989–90 Private School Survey (PSS) list frame, which was based on the 1989 Quality of Education Data (QED) private school list, updated with 20 private school association lists provided to the Census Bureau in the spring of 1989. The list frame was stratified first by school association membership (18 categories), then within association membership by grade level (elementary, secondary, and combined), and within association and grade level by four census regions (Northeast, Midwest, South, and West). Within each stratum, private schools were sorted by state, urbanicity (four categories), zip code (first 2 digits), highest grade in the school, 1989–90 PSS enrollment, and PSS PIN number (an identifier assigned by the QED list or the Bureau of the Census). Within each stratum, private schools were systematically selected using a probability proportionate to the square root of the 1989–90 PSS number of teachers in the school.

To improve private school coverage, an area frame of schools was developed consisting of 123 sampling units (PSUs) selected with probability proportional to the square root of the PSU population. The PSUs, each of which consisted of a county or group of counties, were stratified by Census geographic region (Northeast, Midwest, South, and West), metro/nonmetro status, and high or low percent of enrollment in private schools.

Within each PSU, a telephone search was conducted to find all in-scope private schools. Sources included yellow pages, religious institutions (except for

Roman Catholic religious institutions, because each Catholic diocese is contacted annually when the QED list is updated), local education agencies, chambers of commerce, and local government offices. All schools not on the QED file or the lists from private school associations were eligible to be selected for the area sample.

The area frame schools were stratified by PSU and grade level (three levels) and sorted by affiliation (Catholic, other religious, and nonsectarian), 1989–90 PSS enrollment, and alphabetically by school name. Within each stratum, eligible schools were systematically selected using a probability proportionate to the square root of the number of reported teachers.

The private school sample was designed to support estimates at the national and association level. The association groups for private schools were determined by the school's association or affiliation group listed on the 1988–89 Private Schools Survey (the frame). The association groups were determined in the following order:

- 1) Military—membership in the Association of American Military Colleges and Schools;
- 2) Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
- 3) Friends—affiliation as Friends or membership in the Friends Council on Education;
- 4) Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools association;
- 5) Hebrew Day—membership in the National Society for Hebrew Day Schools association;
- 6) Solomon Schechter—membership in the Solomon Schechter Day Schools association;
- 7) other Jewish—other Jewish affiliation;

- 8) Missouri Synod—membership in the Lutheran Church, Missouri Synod school association;
- 9) Wisconsin Synod—membership in the Evangelical Lutheran Church—Wisconsin Synod school association or affiliation as Evangelical Lutheran—Wisconsin Synod;
- 10) Evangelical Lutheran—membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
- 11) other Lutheran—other Lutheran affiliation;
- 12) Seventh-Day Adventist—affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventist;
- 13) Christian Schools International—membership in Christian Schools International;
- 14) Association of Christian Schools International—membership in the Association of Christian Schools International;
- 15) National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;
- 16) Montessori—membership in the American Montessori Society or other Montessori associations;
- 17) National Association of Independent Schools—member of the National Association of Independent Schools;
- 18) all else—member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Comparisons between public and private schools are only possible at the national level, because private schools are selected for sampling by association groups and not by geographic location, such as state.

Selection of LEAs

All LEAs that had at least one school selected for the school sample were included in the LEA sample for the TDS Survey. Each Bureau of Indian Affairs and Department of Defense school was defined to be an LEA. Some LEAs do not have schools, but hire teachers who teach in schools in other LEAs. To ensure representation of these teachers, a sample of 135 LEAs without eligible schools was selected. Only 14 of the 135 were actually in scope (that is, were an operating public school agency that reported hiring teachers). All LEAs in Delaware, Nevada, and West Virginia were included to reduce high standard errors in these states. The total LEA sample was 5,515.

Selection of Teachers

All 56,051 public and 9,166 private school teachers in the teacher samples were selected from the sampled public and private schools. The average numbers of teachers selected per school were 3.49, 6.98, and 5.23 teachers for public elementary, secondary, and combined schools, respectively, and 3.78, 4.72, and 2.83 teachers for private elementary, secondary, and combined schools, respectively.

Each sample school provided a list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes. Within each school, teachers were stratified into one of five teacher types in the following hierarchical order: 1) Asian or Pacific Islander; 2) American Indian, Aleut, or Eskimo; 3) bilingual/ESL; 4) new teachers (those who were in their first, second, or third year of teaching); and 5) experienced teachers.

Within each teacher stratum, elementary teachers were sorted into general elementary, special education, and "other" categories; and secondary teachers

were sorted into mathematics, science, English, social studies, vocational education, and "other" categories. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/primary field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability. New teachers were oversampled in private schools, but oversampling in public schools was not necessary. A total of 65,217 teachers were designated for selection. The numbers in the strata were as follows: 1,511 Asian or Pacific Islander teachers; 1,529 American Indian, Aleut, or Eskimo teachers; 2,121 bilingual teachers; 7,972 new teachers, and 52,084 experienced teachers. Teachers were allocated to schools on the basis of the school's weighted measure of size over all schools in the school stratum.

Changes in the SASS Design from 1987-88 to 1990-91

Based on an evaluation of the 1987-88 SASS, the following changes were made in the 1990-91 sample design:

- In 1990-91, the CCD school file was used as the frame for public schools rather than the QED file, which was used in 1987-88. This change was implemented to help make SASS school estimates consistent with those of the CCD. The CCD defines a school as an administrative unit with a principal, while the QED defines a school as a physical location. Because a single location sometimes has multiple units, the QED list has fewer schools than the CCD. Consequently, the SASS estimate of the number of schools was less than the CCD estimate in 1987-88.
- The 1989-90 PSS was used as a sampling frame in the 1990-91 school year to improve the precision of the private-sector estimates. In 1987-88, the QED list (supplemented with 17 association lists and an area frame component) was used. The frame excluded both duplicate and out of scope schools through a matching process, but additional cases to be deleted were found during the SASS data collection and processing. Thus

the weighted estimate of schools from the frame was larger than the weighted estimate from SASS. In 1990-91, duplicates were excluded through an improved matching operation. In addition, private schools were asked to update their enrollment and teacher counts and in-scope status through the PSS data collection. This reduced the number of schools on the frame prior to the 1990-91 SASS.

- The school sample was reallocated to produce state estimates at the elementary and secondary levels. The 1987-88 sample was designed to be reliable only at the state level.
- To improve the precision of the estimates of change from 1987-88 to 1990-91, a 30 percent overlap of the public school sample and of the association strata in the private school sample that had high response rates in 1987-88 was built into the 1990-91 design. The overlap for associations that did not have high response rates in 1987-88 was set by a sliding scale, and below a point it was minimized.
- In the 1987-88 survey, bilingual and new teachers were oversampled. In 1990-91, Native American teachers and Asian and Pacific Islander teachers as well as bilingual and new teachers were oversampled.
- In 1990-91, schools with 25 percent or more Native American enrollment were oversampled. In addition, a large sample of schools run by or affiliated with the Bureau of Indian Affairs was included.
- In 1990-91, the TDS, school, administrator, and teacher files were imputed for missing data; in 1987-88, only the TDS and school files were imputed. The impact on estimates of change between 1987-88 and 1990-91 is unknown and dependent on the variable of interest.
- To make the SASS estimated teacher counts from the school and teacher files consistent, the teacher file weights were adjusted so that they equaled the teacher estimate (head count) from

the school file. In 1987–88, the teacher counts on the teacher file were smaller than those on the school file.

DATA COLLECTION PROCEDURES

The data were collected for the National Center for Education Statistics (NCES) by the U.S. Bureau of the Census. Questionnaires were mailed to school districts and administrators in December 1990 and to schools and teachers in January and February 1991.⁴³ Six weeks later, a second questionnaire was sent to each nonrespondent. A telephone follow-up of nonrespondents was conducted between March and June.

WEIGHTING⁴⁴

Weights of the sample units were developed to produce national and state estimates for public schools, teachers, administrators, and LEAs. The private-sector data were weighted to produce national estimates and affiliation group estimates for the 18 groups identified above. The basic weights were the inverse of the probability of selection, and were adjusted for nonresponse and to adjust the sample totals (based on responding, nonresponding, and out of scope cases) to the frame totals in order to reduce sampling variability.

STANDARD ERRORS

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possi-

ble systematic error. Standard errors for selected tables are included in Appendix B. In addition, standard errors for all estimates produced for this report are available upon request from the Special Surveys and Analysis Branch of NCES.

ACCURACY OF ESTIMATES

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report.

Nonsampling error. Both universe and sample surveys are subject to nonsampling errors, which are extremely difficult to estimate. Nonsampling errors are of two kinds—nonobservation error and measurement error.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame, and therefore are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, schools, teachers, or students) refuse to answer some or all of the survey questions. These types of errors are referred to as questionnaire nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Weighting and imputation procedures were used to compensate for nonresponse.

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the “true” responses (response errors), and when measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the

⁴³Copies of the questionnaires may be obtained by writing to the Special Surveys and Analysis Branch of NCES at the address given at the end of the chapter.

⁴⁴For a detailed description of the weighting processes, see Kaufman and Huang, 51–59.

ways that respondents interpret questions, faulty respondent memory, and mistakes that respondents make when recording their answers. Because estimating the magnitude of these various types of non-sampling errors would require special experiments or access to independent data, information on these magnitudes is seldom available.

Sampling error. Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on a sample will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instru-

ments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample.

The standard errors of statistics that are discussed in the text of this report and other selected standard errors are provided in Appendix B. Some of the estimates shown in the tables of this report may have large standard errors. For example, cells with small sample sizes tend to have large standard errors. Therefore, numbers that are in the tables but are not presented in the text should be interpreted with caution. Standard errors of all estimates that have been reported in the tables and figures are available from NCES.

RESPONSE RATES AND IMPUTATION

The final weighted questionnaire response rates were as follows:

	Public	Private
Teacher Demand and Shortage	93.5	—
Administrator	96.7	90.0
School	95.3	83.9
Teacher*	90.3	84.3

—Not applicable.

*The response rates for public school teachers do not include the 5 percent of the public schools that did not provide teacher lists, and the response rates for private school teachers do not include the 11 percent of the private schools that did not provide teacher lists. The effective response rate for public schools was 85.8 percent and for private schools, 75.9 percent.

The table below summarizes the item-response rates. These rates are unweighted, and do not reflect additional response loss due to complete questionnaire refusal.⁴⁵

Survey	Range of item-response rates	Percent of items with a response rate of 90% or more	Percent of items with a response rate of less than 75%	Items with a response rate less than 75%
LEA Survey				
Public	85-100%	95%	0%	None
Administrator Survey				
Public	90-100%	100%	0%	None
Private	80-100%	98%	0%	None
School Survey				
Public	56-100%	77%	1%	31a-i (part time) 33d(3)-(9)
Private	67-100%	77%	5%	18b(1), 35d(2), 35d(7), 35d(9), 43a-d, f-i (part time)
Indian	60-100%	87%	4%	42a-d, f-i (part time)
Teacher Survey				
Public	76-100%	84%	0%	None
Private	71-100%	79%	1%	20b Undergraduate courses, 20b Graduate courses

Values were imputed for items with missing data by 1) using data from other items on the questionnaire or a related component of the SASS (a school record to impute district data, for example); 2) extracting data from the sample file, such as the CCD or PSS; or 3) extracting data from a respondent with similar characteristics.⁴⁶

STATISTICAL PROCEDURES

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. These statistical tests were based on the Student's *t* statistic. Generally, whether a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means, or proportions, and comparing this value to published

tables of values at certain critical levels, called alpha levels. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not.

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special note. However, this is not always the case, because the size of the *t* statistic depends not only on the observed differences in means or the percentages being compared, but also on the standard error of the difference. Thus, a small

⁴⁵For a list of items with response rates of less than 75 percent, see Kaufman and Huang, 62.

⁴⁶For a detailed description of the imputation procedures, see Kaufman and Huang, 60-87.

difference between two groups with a much smaller standard error could result in a large *t* statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, so does the risk of making such an error in inference.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are $(K*(K-1)/2)$ possible contrasts (or nonredundant pairwise comparisons), where *K* is the number of categories. For example, because race-ethnicity has five categories (black, non-Hispanic; white, non-Hispanic; Hispanic; Asian and Pacific Islander; and Native American), *K* = 5; and there are $(5*2)/2 = 5$ possible comparisons among the categories. The Bonferroni procedure divides the alpha level for a single *t* test (for example, .05) by the number of possible pairwise comparisons in order to provide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the *t* statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where *P*₁ and *P*₂ are the estimates to be compared and *se*₁ and *se*₂ are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentages of students in different age groups), a covariance term was added to the denominator of the *t*-test formula.

Because the actual covariance terms were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2*(se_1*se_2)$ was added to the denominator of the *t*-test formula.

Standard errors for selected tables are presented in Appendix B, and all other standard errors are available from NCES upon request. The standard errors were calculated using the REPTAB program developed by MPR Associates, which uses a Balanced Repeated Replications method to calculate standard errors based upon complex survey designs. A version of this program is available from NCES upon request. The standard errors reported take into account the complex sample design; they are generally higher than standard errors calculated under the assumptions of simple random sampling.

VARIABLE DEFINITIONS

Public School District

A public school district (or LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit was required to operate under a public board of education. Districts that did not operate schools but that hired teachers were included. A district was considered out of scope if it did not employ elementary or secondary teachers of any kind, including special education and itinerant teachers.

Public and Private Schools

A public school was defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included.

A private school was defined as a school not in the public system that provides instruction for any of grades 1–12 where the instruction was not given exclusively in a private home. To be included in SASS, a school was required to provide instruction to students in at least one of grades 1–12 and not to be in a private home. (If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher.) Schools that taught only prekindergarten, kindergarten, or adult education were not included.

Private School Typology

Private schools were assigned to one of three major categories, and within each major category, one of three subcategories. The categories and subcategories are: 1) Catholic—parochial, diocesan, and private order; 2) other religious—affiliated with the Conservative Christian School Association, affiliated with a national denomination, and unaffiliated; and 3) nonsectarian—regular, special program emphasis, and special education.⁴⁷

Teachers

For the purposes of SASS, a teacher was any full- or part-time teacher whose primary assignment was to teach in any of grades K–12. Part-time teachers were those who reported working less than full time as a teacher at their school. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school. The following individuals were not considered teachers: short-term substitutes, student teachers, nonteaching specialists (such as guidance counselors, librarians, nurses, psychologists), administrators, teacher's aides, or other professional or support staff.

Teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. An elementary school teacher was one who, when asked for the grades taught, checked:

- Only “ungraded” and was designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or “ungraded” and no grade higher than 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

A secondary school teacher was one who, when asked for the grades taught, checked:

- “Ungraded” and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and “ungraded”; or

⁴⁷See M. McMillen and P. Benson, *Diversity of Private Schools*, Technical Report, NCES 92–082 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991).

- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Community Type

Community type was derived from the seven-category "urbanicity" code (locale) developed by Johnson.⁴⁸ The locale code was based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This code is believed to provide a more accurate description of the community than the respondent's reported community type used in the analyses of the 1987-88 SASS and 1989-90 TFS. For this report, the locale codes were aggregated into three community types.

Central city

A large central city (a central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA, but not designated as a large central city).

Urban fringe/large town

Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

Rural/small town

Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census).

These community types aggregated from Johnson's locale coding were in a few cases changed by the state education agency. NCES and the state education agencies have a cooperative agreement allowing states to review and, where appropriate, modify data previously submitted to NCES. The 1988-89 CCD universe file used for the SASS sample selection included 423 schools with changes to the NCES-assigned locale code. Eighty-two of those schools were selected into SASS, and in 47 of those schools, the change affected this school's assignment to the three community types used in this report.

School Level

Elementary

A school that had grade 6 or lower, or "ungraded" and no grade higher than the 8th.

Secondary

A school that had no grade lower than the 7th, or "ungraded" and had grade 7 or higher.

Combined

A school that had grades higher than the 8th and lower than the 7th.

⁴⁸F. Johnson, *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1989).

Minority Enrollment

Less than 20%

Less than 20 percent of the students were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).

20% or more

20 percent or more of the students were minority (as defined above).

School Size

Less than 150, etc.

Size categories were based on the number of students (in head count) who were enrolled in grades K-12 in the school on or about October 1, 1990 (as reported in Item 1 on the School Questionnaire).

Region

Northeast

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania

Midwest

Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas

South

Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

West

Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

District Size

Less than 1,000, etc.

Size categories were based on the number of students (in head count) who were enrolled in the district on or about October 1, 1987 (as reported in Item 1 on the Teacher Demand and Shortage Questionnaire).

Minority Teachers

Less than 10%

Less than 10 percent of the teachers in the district were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).

10 % or more

10 percent or more of the teachers were minority (as defined above).

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